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The purposes of this project were (1) to help teachers prepare "consumable" instructional materials appropriate for students in a desegregated elementary school and a desegregated junior high school in a low-income neighborhood, (2) to encourage the teachers to use these materials and duplicating and audiovisual equipment placed in their schools, and (3) to offer undergraduate education majors preservice experience in a disadvantaged school with good educational practices. It was found that the project stimulated new instructional practices but did not cause continuing change in the teachers' classroom techniques. During this period teachers were reluctant to deal with the problems of intergroup relations and student self-concept, and the students' academic performance did not measurably improve as a result of the project. Examples of duplicated materials used in classroom lessons are included. (EF)

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Report of

THE WESTSIDE WORKSHOP ON TEACHER TRAINING AND CURRICULUM ADAPTATION IN THE INNER CITY

February, 1966 - February, 1967

UD 007 410

SCHOOL OF EDUCATION

UNIVERSITY OF MISSOURI AT KANSAS CITY

October, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Report of

The Westside Workshop on Teacher Training and Curriculum Adaptation in the Inner City

An Institute to Help Teachers Develop and Adapt Instructional Materials Particularly Appropriate in a Desegregated Elementary School and a Desegregated Junior High School in a Disadvantaged Community

February, 1966 - February, 1967

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October, 1967

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The project described in this report was a cooperative venture between personnel from the University of Missouri at Kansas City and the Kansas City, Missouri Public School District and was made possible through the support of the U.S. Office of Education. The conclusions are reported in the text and need not be repeated here. It is hoped that the project helped to improve the quality of education at the two schools at which it was conducted. We cannot be sure to what extent this was achieved, but we do know that it was a great privilege to work with a fine group of colleagues at Switzer Elementary School and West Junior High School and to have many of our best undergraduates in the teacher preparation program at the University of Missouri at Kansas City gain first-hand knowledge of the educational challenges in a disadvantaged community. As director of the project, I would like to extend particular thanks to the following school district officials whose cooperation helped to make the project possible:

James Hazlett - Superintendent of Schools
Louise Zimmer - Director of Elementary Education
Gordon Wesner - General Director, Instructional Services
Clyde Baer - Director of Research
John Perry - Principal, Switzer Elementary and West Junior High School
Herbert Matkin - Head Teacher, Switzer Elementary School
Wesley Weddle - Vice Principal, West Junior High School

D.U.L.

CHAPTER I

Description of the Project

The Training Project and its Objectives

The project described in this report was a training institute supported through a grant of $36,117 from the Equal Educational Opportunities Branch of the Office of Education, Department of Health, Education, and Welfare, awarded under provisions of Title IV, Section 404, Public Law 88-352, The Civil Rights Act of 1964. The official title of the project was "An Institute to Help Teachers Develop and Adapt Instructional Materials Particularly Appropriate in a Desegregated Elementary School and a Desegregated Junior High School in a Disadvantaged Community", but it was called "The Westside Workshop" for short, in recognition of the fact that the elementary school and the junior high school designated in the title are located in the westernmost neighborhood immediately south of the downtown area in the Kansas City, Missouri School District.

The two westside schools involved were the Switzer Elementary School and the adjoining West Junior High School. At the time the project was initiated, the two schools were described as follows:

> There is no question but that the two schools are desegregated institutions serving an extremely disadvantaged population. Switzer Elementary is a K-6 school feeding into the adjacent West Junior High School; the latter includes grades seven through ten. The community in which these schools are located is isolated from the rest of the city by freeways and is predominantly lower class in status. The immediate neighborhood around the school falls in the bottom quartile of Kansas City neighborhoods with respect to unemployment, dependence, and median income. These and other measures commonly associated with communities in which many students are educationally disadvantaged (i.e., single-parent homes, high rates of juvenile delinquency) leave no doubt that in general students in the two schools are severely handicapped educationally, socially, and economically.
>
> . . . there are 875 pupils and 24 teachers at Switzer and 470 pupils and 33 full-time equivalent teachers at West. Approximately 35% of the students are of Spanish-speaking (primarily Mexican) descent, about 25% are Negro, and the remaining pupils have an extremely diverse mixture

> of ethnic backgrounds. The median reading scores of pupils at various grade levels in the two schools have generally been at about the tenth to fifteenth percentiles in recent years, although the median reading scores last year in the ninth and tenth grades were at the fifth percentile. That their school experiences do not seem very relevant to many pupils at the two schools is indicated by the fact that in 1963-1964, 48% of all enrolled pupils in the junior high school had between 20 and 142 absences during the 195-day school year. These figures show quite clearly that pupils at Switzer and West have disabilities in reading and motivational problems which become more severe as they grow older. Despite the dedication and energy of the teachers and administrators, the learning handicaps pupils bring to school are not being overcome or diminished through the relatively standard instructional programs offered at Switzer and West as well as other inner-city schools.[1]

The major purposes of the project, as stated in the original proposal, were as follows:

> 1) to provide support which will help teachers prepare and adapt materials appropriate to the needs and interests of students in a desegregated elementary school and a desegregated junior high school in a low-income neighborhood.
>
> 2) through the use of these materials, to build good intergroup relations and stimulate improved student achievements in language arts and other basic skills.
>
> 3) to give prospective teachers who express an interest in teaching disadvantaged, minority-group students an opportunity to acquaint themselves prior to student teaching with a school serving an appreciable proportion of such students and with good educational practices in a desegregated school. It is hoped that this opportunity not only will help these future teachers overcome stereotypes and fears which create reluctance to seek or accept teaching assignments in schools serving appreciable proportions of disadvantaged, minority-group students, but

> will also help them acquire competencies which will make them potentially more effective teachers in such schools.[2]

In line with the basic goal of helping "teachers prepare and adapt 'consumable'-- or 'expendable'-type instructional materials which they can rely on far more heavily than is usually feasible no matter how poorly students are responding to standard grade-level materials,"[3] the basic element in the project was a twenty-five session workshop which teachers from West and Switzer attended on Saturday mornings (8 A.M.-1 P.M.) between February 5, 1966 and January 14, 1967.[4] Teachers received a stipend of $15 for each session they attended as well as four hours of graduate workshop credit for each of the two semesters in which project requirements were satisfactorily fulfilled. For the convenience of the participants and in order to facilitate the preparation of materials for use in the classroom, the workshop sessions were held at the two schools, with heating, custodial, and related costs paid by the Kansas City School District.

Twenty-four teachers, of whom fourteen were elementary teachers[5] and eleven were junior high teachers,[6] participated in the project during the spring semester. At the end of the 1965-1966 school year two of the sixth grade teachers, one fourth grade teacher, and one industrial arts teacher left the school district to move to other states or to pursue graduate studies, but four teachers were added at the beginning of the fall semester[7] to maintain a total of twenty-four participants in the project during the latter period.

The four staff members who conducted the project were:

Director: Daniel U. Levine, Associate Professor of Education, University of Missouri at Kansas City.

Senior Instructor: Russell C. Doll, Assistant Professor of Education, University of Missouri at Kansas City.

Instructor: George A. Phillips, Associate Director of Audiovisual and Instructional Services, University of Missouri at Kansas City.

Research Assistant: Elizabeth Stockton, Graduate Student in Psychology.

In addition to the Saturday training sessions, two other project components were an integral part of an overall effort to help participants find ways to adapt and prepare more appropriate instructional materials for their students. First, one undergraduate in the teacher preparation program at the University of Missouri at Kansas City was assigned to serve six hours per week for sixteen weeks (the length of a university semester) as a classroom aide to each teacher participating in the project.[8] Most of the undergraduate volunteers who participated in the project did so to fulfill the requirements for the course Seminar Practicum 330B[9] which is taken by nearly all future teachers at the university, generally during their junior year. All but one of the first group of aides who served in the spring semester and all of the second group of aides who served in the fall semester attended the Saturday sessions held during the respective semester in which they participated. Aides received ten dollars for each Saturday session attended. (As noted above, one important objective of the project was to provide the aides with a superior learning experience which would acquaint them with the problems of an inner city school.

Second, special items of duplicating and audiovisual equipment were purchased and placed in central locations at West and Switzer so that the participating teachers would be able to prepare materials in sufficient quantity for classroom use and have access to equipment which would help them introduce this material effectively in the classroom. This equipment consisted of the following items:

One 3M Thermo-Fax Duplicator Model 45C
One 3M Photocopier Model 76
One Seal Jumbo Dry Press and Laminator # 120
One Seal Roll of MT-5 Tissue
One Seal Tacking Iron
One Roll of Sealamin Mylar Film
One Seal Transpara Kit
Two Primary Typewriters

In addition to this special equipment, stress was put throughout the project on making greater and more effective use of duplicating and audiovisual equipment already available in the school. Thus teachers were encouraged to use dittoed materials at every opportunity. Their access to primary typewriters, the assistance given them by future teachers who could devise, type, run off, distribute, or otherwise work with stencils and materials, and the extra paper supplied by the workshop (made available in as much quantity as they might desire) hopefully made it convenient for them to do so. Similarly, teachers were encouraged to use the school system's several overhead projectors and tape recorders whenever these might conceivably contribute to the success of a lesson. The assistance of undergraduates in preparing transparencies and tapes, the availability of the dry mount press (for laminating and conserving many kinds of materials, the easy access to transparency-making equipment, the expensive "raw materials" which were readily available for making transparencies, the instruction in how to use such audiovisual techniques, the purchase of commercial mimeo masters and transparency masters to meet the requests made by teachers, all these and other "features" of the project made it very easy - as compared with a "normal" classroom situation - for a teacher to truly emphasize a consumable materials focus in her classroom. With relatively little trouble, then, a teacher could prepare homemade diagnostic instruments, worksheets, spelling lists, illustrative materials, etc., to pass out to individuals or to the class, could project transparencies and coordinate their use with taped material as well as duplicated study sheets and assignments, could reproduce a student's or a committee's work for study by the whole class, could make use of magazines and supplementary sources in preparing and projecting or duplicating visual images to make instruction concrete and immediate, could devise simple learning "games" or exercises to duplicate or project, or could otherwise work to make instruction more individualized and appropriate for her students in a practically unlimited variety of ways.

Thirteen of the training sessions were held during the spring semester, 1965, and the remaining twelve were held during the fall semester. The emphasis in the first semester was on 1) instruction in the operation of the equipment; 2) study of the background and associated learning problems of economically, socially, and educationally disadvantaged students; 3) diagnosis of the learning needs in an inner city classroom and evaluation of the instructional materials and methods typically or currently used there; 4) understanding the low-income community and the behavior of the citizens who reside in it; 5) exploration of and experimentation with methods for individualizing instruction given the assistance of a teacher aide and special equipment; 6) sociometric and projective techniques for diagnosing affective relationships in the classroom; 7) remedial reading techniques for the inner city school; and 8) exploration of a variety of possibilities for making instruction more interesting and effective in the inner city classroom. Included among these possibilities studied, demonstrated, and/or tried out in the classrooms at West and Switzer during the spring semester were: use of audiovisual equipment such as the overhead and the opaque projectors; use of the tape recorder for a variety of sequential activities; use of puppets of various kinds; use of magazines, comic books, and other non-trade materials in initiating or conducting instruction in the language arts and other areas of instruction; use of image stories, identification stories, "dwarf poetry", and other creative writing, speaking, and listening techniques; and preparation of worksheets and exercises to meet the special needs of a given group of students or an individual student. Whenever possible, emphasis was put on "tying together" as many of these suggested activities and techniques as could wisely be incorporated in sets of related lessons or units and on mastering their use as part of one's basic repertoire of teaching skills rather than as a single-shot interruption in a traditional teacher-centered curriculum

While the topics listed in the preceding paragraph were reviewed and pursued in still greater depth as appropriate during the second semester, the emphasis in this latter half of the training period shifted to the following topics and activities: 1) the self-concept and its influence on learning; 2) building a better self-concept and broadening the perspective of disadvantaged and/or minority-group students; 3) the nature and meaning of the civil rights movement; 4) methods for encouraging good human and intergroup relations in the classroom; 5) reducing prejudice and ethnocentrism in society and in the school; 6) working with parents of disadvantaged youth and improving school-home relationships in the inner city; 7) planning for continuing use of project ideas and equipment after the project terminates; 8) performance standards and grading practices in the inner city school; and 9) faculty cooperation in improving the learning environment in the inner city school.

Copies of the schedule for each of the twenty-five training sessions are reproduced in Appendix A. To provide an idea of the content of the training program and of the various resource personnel who were called on to help carry it out, a list of guest speakers and consultants who made presentations or conducted demonstrations in the Westside Workshop is presented below:

> Dr. Paul Bowman, Director, Community Studies, Inc. "Materials and Approaches Which Have Proved Successful With Disadvantaged Students."
>
> Mrs. Marjorie DeVries, first grade teacher, Douglass School: "An Approach to Using Consumable Materials in the Primary Grades."
>
> Mr. Henry Infante, President, Mexican-American Organization for Progress (M.A.O.P.): "The Mexican-American Community and the Schools in Kansas City."
>
> Mrs. Rot, member, M.A.O.P.: "How Teachers Can Be Sensitive to the Needs of the Mexican-American Child."
>
> Mrs. Robles,member, M.A.O.P.: "A Parent's View of the Mexican-American Child and His Reaction to School and Society."
>
> Miss Rodriguez, member, M.A.O.P.: "Concerns for Social Justice Among Mexican-Americans."

Robert J. Havighurst, Professor of Educational Sociology, U.M.K.C.: "Learning Potential in Disadvantaged Youth: The Case for Continued Commitment."

Lena O'Neal, first grade teacher, Booker T. Washington School: "Examples of Projects and Activities to Broaden the Horizon of Disadvantaged Youth."

Harriet Guthrie, Assistant Professor of Reading, U.M.K.C.: "Reading Methods in Teaching the Disadvantaged."

Ruth Illmer, Curriculum Consultant, Grandview Public Schools: "Language Development of Reading Readiness Through Puppetry and Other Creative Techniques."

Juanita Husser, Principal, North Broadway Elementary School, Leavenworth, Kansas: "Involvement of the Faculty in the Neighborhood: Home Visitations."

Robert Wheeler, Assistant Superintendent for Urban Education, Kansas City Public Schools: "Plans to Improve the Education of Disadvantaged Youth in the Kansas City Schools."

Marybeth Swartz, mathematics teacher, Southeast Junior High School: "Human Relations Underway and Completed at Southeast Junior High School."

Diane Edwards, Professor of Psychology, U.M.K.C.: "An Experimental Psychologist's Suggestions for Motivating Pupils and Controlling Classroom Behavior."

Edwin Bailey, Professor of Educational Administration, U.M.K.C.: "Bringing About Improved Standards in Inner City Schools."

A. L. Campbell, Director of Urban Education, Kansas City Schools: "Using Auxiliary Personnel in Low-Income Schools."

Larry Cuban, Director, Cardozo Project, Washington, D.C.: 'The Cardozo Project and Its Implications for Others."

In addition to presentations by staff members and guest speakers and discussion of these presentations, the workshop curriculum included many demonstrations which the participants themselves described projects they had tried in the classroom, films, small and large group discussions on a variety of topics, and independent work in preparing materials and assignments to fulfill the requirements for course credit.[10]

The training curriculum was by no means limited to the Saturday meetings, as the staff members visited West and Switzer regularly while school was in session in order to consult with the teachers and provide supervision for the aides. In addition, a large quantity of books and curriculum materials from U.M.K.C. and school district sources was made available to the teachers and aides, small amounts of instructional materials were purchased for teachers who needed them to try a new idea or approach in their classrooms, limited numbers of copies of books and related materials bearing on the purposes of the project were acquired for use by the participants, and materials were purchased in sufficient quantity to furnish each teacher or aide with a personal copy of the following books and articles:

Silberman, Beware the Day They Change Their Minds (article reprint)

Silberman, Up from Apathy (article reprint)

Jewett (ed.), Improving English Skills of Culturally Different Youth

Queens College, Learning to Teach in Difficult Schools

Isaacs, The New World of Negro Americans

Levine, Raising Standards in the Inner-City Schools

Lane, Shall Children, Too, Be Free?

Results of the Training Project

Looked at very generally, the purpose of the project was to improve the educational opportunities available to a group of disadvantaged students - many of them identified with racial and ethnic minorities - by helping teachers find ways to enhance the quality of instruction, improve student self-concepts, and maintain good human relationships among and between groups of students with differing background in an inner city elementary and junior high school. These broad objectives are intimately related in that a student's success in academic learning both affects and is affected by the way he sees himself in relation to others; as such, the objectives are indispensable components in any effort to equalize educational opportunities for children from disadvantaged families.

At the more specific level of the operational goals stated in the original proposal (see previous section), the objective of the project was to improve instruction and accomplish intergroup relations goals through the use of consumable- and expendable-type materials which given sufficient assistance, resources, and training, teachers would find valuable in working to provide educational experiences more appropriate in terms of the teaching and learning situation in the inner city than are most materials and practices currently available or in use there. It was recognized from the beginning, however, that this particular focus on consumable materials not only did not obviate the need to deal with a broad range of educational and instructional issues and practices thought to be important in improving the education of the disadvantaged, but that no rather specific departure from customary practice can possibly make much of a difference in the inner city unless the whole context of education for the disadvantaged is specifically reconsidered and dealt with. The focus on materials, therefore, could not be divorced from a much wider concern with such topics as teacher attitudes and expectations, creativity in classroom activities, working with parents and community, the civil rights movement, and diagnosis and remediation of educational and social retardation.

Since the concept of utilizing consumable-type materials, moreover, involves the methods and not directly the content of instruction, it is not satisfactory to say merely that inner city teachers should make more use of such materials, for teachers also need guidance in finding or choosing meaningful and effective content, the communication of which can be facilitated by this particular approach to instruction. Properly conceived, therefore, greater utilization of consumable-type materials is a method which can be helpful in improving all aspects of the educational enterprise in the inner city. Rather than reducing the need to work closely with parents in making the disadvantaged child's total environment maximally conducive to the goal of better academic performance in the school, for example, consumable materials should be used to maintain daily communications, if necessary, with the home, or to elicit student observation which can help the teacher understand a child's home situation.

Similarly, all the general approaches which are considered potentially valuable for improving the education of the disadvantaged can be facilitated through the use of consumable materials. Most qualified observers are now convinced, for example, that instruction in language arts in the inner city should be based on the language experience of the students; instruction should begin, that is to say, with concepts, words, and objects that the child is familiar with and has some interest in, and should build systematically on this foundation in helping him acquire a greater fund of information on more formal topics and in developing his perceptual and analytic skills as a learner. In doing this, a teacher uses a consumable materials approach when she asks students to write or dictate material on a topic they are interested in or acquainted with, duplicates each child's response and has students analyze their own efforts and those of their classmates, duplicates revised versions prepared by students working in small groups, and returns a final copy of each group's efforts for students to keep in their notebooks. As she proceeds, moreover, she can prepare or have students prepare and duplicate illustrations, generalizations, or other related materials which themselves can become the basis for a whole new line of sequential learning materials. The possibilities of using consumable materials in this way, it is immediately clear, are almost endless.

As another example, a consumable materials focus can be used to derive maximum mileage from creative-type writing assignments which teachers have found are unusually effective in motivating disadvantaged students. Thus inner city teachers who have built language arts activities around identification stories (those in which the names of students in the classroom are substituted for original names, and in which care is taken to stress the positive and favorable qualities of each child so mentioned), image stories (stories partially or completely rewritten by teacher or students to incorporate student characters and language), or "dwarf" poetry (rhyming couplets which humorously restate a basic characteristic of a poem's subject) have released bursts of creative accomplishment in disadvantaged children who till then had seemed dull and mindless plodders. Whether in giving instructions for such an assignment, or in providing children with a copy of selected responses for discussion purposes, or in following-up to draw conclusions from an assignment, the teacher who utilizes duplicating equipment to run off single or multiple copies of a piece of material can greatly enhance the effectiveness of a lesson built around such techniques for eliciting creative expression from the disadvantaged child.

Similar possibilities can also be easily cited with regard to the goal of cultural enrichment, a goal which all educators who have worked in the inner city perceive has crucial importance in preparing disadvantaged youth for success in the classroom. Thus a teacher who is planning a field trip can use consumable materials to ask students where they would like to visit and what they expect to find there, to orient them in line with the purposes of the trip, to find out exactly what they learned during the visit, and to obtain essay-type or other reactions which can be duplicated and used for class analysis and individual tutoring. It is no exaggeration, in fact, to say that the consumable materials approach can be the key element in making field trips a productive introduction to a systematic set of related learning experiences rather than, as all too often happens, an isolated "lark" with little permanent educational value.

Simply stated, a consumable materials approach cannot be expected to be effective in improving instruction in the inner city if it is used primarily to communicate the same, inappropriate subject matter and uninspired exercises to which disadvantaged youngsters have failed to respond in the past. To the teacher who is ready to try new ideas and approaches, however, and who has been exposed to or hit upon some ideas worth trying, equipment, resources, and assistance in producing single or multiple copies of selected materials constitute a potent instrument for imaginatively and effectively implementing new ideas.

Since a consumable materials approach will not make much difference in the inner city unless it is integrally part of a comprehensive effort to identify and try new instructional ideas carried out by teachers who generate a constructive learning environment for the disadvantaged child, professionals who hope to improve instruction in the inner city school through in-service training for teachers are faced with a challenging series of inter-related tasks. These tasks, in turn, suggest a series of questions which need to be considered in assessing the impact and adequacy of the training provided. Was information related to the training objectives effectively communicated to the participants in the training program? Did the participants' attitudes shift in a direction that would make them more effective as teachers of the disadvantaged? Did the participants recognize a need for profound change in curriculum and instruction in the inner city classroom and, if so, did they become more receptive to change? Were suggestions tried out by teachers in the privacy of their classrooms? Were new ideas and suggestions systematically introduced into and incorporated in the on-going program of instruction? Did the participants feel the training program was worthwhile, and did they see it as having had practical value for themselves as inner city teachers? Is there evidence of resulting or concomitant change in pupil behavior or achievement? Answers to these or related questions will determine whether an in-service education program in the inner city has been worth the time and expense involved in conducting it. a

Anyone who has ever conducted an in-service education program for teachers of the disadvantaged knows that the obstacles to achieving the objectives implicit in these questions are indeed formidable. Efforts to improve instruction in the inner city school tend to be frustrated by a number of forces which work against the likelihood that teachers will change in attitudes and behavior no matter how much evidence may be available to the teacher that what she is doing is not working or how much she may feel that her relationship with her pupils and her situation in general are all but intolerable. It is just such frustration and sense of failure, in fact, which make a teacher defensive and resistant to change, because to change might be seen as implying that one's past behavior was less than perfect and that the blame directed at the very real inadequacies of students and their parents was not completely justified after all. Also, the undeniable burden under which teachers in the inner city labor in handling large numbers of students who present unusual learning and behavior problems in the classroom makes it difficult for a teacher to find the time or maintain sufficient detachment to stand back and re-examine any but the surface manifestations of what is happening in her classroom, or to work out systematic programs of instruction which incorporate a variety of different techniques that may require much time and energy to master. As one result, teachers in the inner city want help in becoming more effective in the classroom, but many appear to be seeking instant, even "magical" solutions and quickly become disinterested or immobilized as soon as they discover that no such solutions are available and that real improvement may depend on a profound change in what they do as teachers.

In addition, it is difficult for a teacher who is having trouble surviving the overwhelming daily pressures of the inner city school to appreciate how closely the educational problems of the disadvantaged child are related to his concept of himself as a member of a socioeconomic, racial, or ethnic minority-group, and that in the final analysis this means that teachers must deal explicitly with intergroup and human relations problems and topics if they hope to establish a productive environment for learning in the inner city.school. Thus, "Under the gun" insofar as academic performance and classroom discipline are concerned, many inner city teachers are "hung up" on strictly methodological aspects of the instructional problems in the inner city school and refuse to give serious attention to aspects involving students' perceptions of themselves and of their place in the world, the latter being difficult to deal with even under the best circumstances.

All these obstacles to effective in-service training in the inner city were unmistakably and abundantly present in the Westside Workshop, as were many more mundane problems which frequently arise in conducting a training program. As examples of the latter, serious problems arose in connection with the location and accessibility of the duplicating equipment, the fact that teachers who worked with kindergarten or first grade students sometimes saw little relevance in workshop materials or topics of deep concern to ninth grade teachers (and vice versa), the apparent jealousy occasionally directed at participants by colleagues at West and Switzer who could not or chose not to participate in the workshop, the fact that administrators at West and Switzer were very busy and could not always give vigorous attention to helping solve problems involving the training project, the additional complications which arose during the fall semester when federal Title I programs were greatly expanded at the two schools and teachers found it difficult to plan for and work with undergraduate assistants while working with newly-assigned neighborhood aides and special resource personnel (e.g. art, reading, and speech consultants), the periodic malfunctioning (expected, but still annoying) of the special equipment, the scheduling of the undergraduate assistants who had heavy university programs, and, probably most important, many inevitable as well as avoidable mistakes made by the staff members in making day-by-day decisions about what to do next and how to do it in conducting the training program.

Perhaps these obstacles to the success of a training program which has as its goals constructive change in the behavior of teachers and pupils in the inner city school can be summarized by recognizing that difficulties can be anticipated in conducting in-service training in any school, but that many are compounded and magnified by the fact that teachers and administrators who work with disadvantaged youth are likely to be more frustrated, haggard, discouraged, preoccupied with immediate pressures, and self-constricted by ego-defense reactions than are their counterparts in middle-class schools. No "picnic" for the individuals who undergo it or the staff members who conduct it, an in-service education project in the inner city cannot be presumed to have been successful merely because the people involved in it come away with a general feeling that it did them good. To determine whether such a project was worthwhile, specific questions such as those enumerated above should be considered one by one.

As is true also of our attempt in another section of this report to assess the impact and desirability of the teacher aide assignment, our assessment of the project as a whole must depend primarily on rather impressionistic evidence which we were not able to quantify or to validate in a fully convincing manner. As in any training program, the major goals of the present project were to communicate information to teachers (e.g. not all low-income children are disadvantaged; a teacher should preview films before using them; criticizing a child's language may make him resistant to learning; duplicated materials can be used to build personal book collections which give disadvantaged children a sense of security, etc.) and to communicate certain attitudes which we felt would lead to instructional improvement in the inner city school. It is true that it would have been easy to administer questionnaires to determine whether the teachers and their aides understood, remembered, and could feed back to us the concepts and the points of information we had been trying to get across in the training curriculum, but provided that they had paid only a modicum of attention while being exposed to material which was far from esoteric or difficult to understand and that their relationships with us were sufficiently friendly so that they would desire to respond in a way that would make us pleased and satisfied, a questionnaire could tell us next to nothing concerning whether the participants in the workshop accepted the concepts and ideas we were striving to communicate and had been willing to try them in the classroom, much less whether these ideas were made a part of the participants' teaching repertoire. Since there was not the least question in the minds of the three staff members but that on the whole the participants in the workshop had become warm and good friends as well as respected professional colleagues or that the approximately one hundred and twenty-five hours had given us plenty of time to communicate the basic information and concepts on which the workshop was based, we saw no point in administering informational and attitudinal questionnaires on which we were sure the participants would merely have reinforced us with what we wanted to hear. Attitude change, in particular, is notoriously difficult to measure, except superficially and inferentially, and we had no real hope of tapping them on paper-and-pencil tests which might have been administered at the close of the project.

As concerns the behavioral goals of the project, it would not have been methodologically difficult to make use of published or specially-prepared observation forms in sending observers to visit classes for long enough periods of time before the training project started and after it ended to suggest whether the institute had led to change in teacher behavior, but we had no opportunity to plan for or carry out such an observation analysis. In any case, we did not have the rather large resources which would be required to adequately implement so ambitious an approach to the collection of data on the performance of the individuals who participated in the project.

In view of the unavailability of "hard" data which would allow us to give unequivocal or unreserved answers to questions involving the impact of the project, no claim is made that the conclusions advanced on the succeeding pages are based on much more than fragmentary and indirect evidence plus the honest perceptions of the members of the staff. We do feel, nevertheless, that these statements are substantially correct (they do not state exorbitant claims and we found little real evidence to contradict them) and that they will be not only of interest but also of some practical value to other persons who are responsible for the conduct of in-service training programs for teachers in the inner city.

As concerns the most superficial of the project's goals - that of familiarizing teachers with some new ideas that might be useful to them in the classroom - we are relatively confident that the workshop was successful. Not only did participants constantly engage us in conversations and respond to class discussions in ways which indicated that they saw the points of view and the suggestions raised in the workshop as unfamiliar ones or as new variants of familiar ones, but in responding to the question "Which, if any, idea presented during the Saturday meetings has been mostly new to you?", the following citations were given on an anonymous questionnaire administered at the close of the workshop: classroom activities involving the use of audiovisual equipment - 11; use of identification stories - 7; use of image stories - 7; use of cartoon or comic-type materials - 7; use of dwarf poetry - 7; and use of puppets - 4. In view of the fact that this question was an open-ended one which required the recall and specification of instructional activities explicitly considered or treated in class for as much as eleven months previously, these answers were far from displeasing to the staff.

With respect to whether points of view concerning constructive learning environments and practices in the inner city school were successfully communicated to the participants, we can say little more than that we felt the majority did either accept or were reinforced in accepting - at least on a philosophical level - such general underlying principles as those involving the need to use materials more appropriate than can be obtained from most "standardized" or grade-level materials, the need to put more stress on maintaining close contact with the parents of disadvantaged children, the need to "delve below" the I.Q. scores in organizing instruction in the inner city school, and the need to deal with the self concept, the social perceptions, and the intergroup relations of disadvantaged and/or minority group children. As before, our conclusion here is based primarily on comments and reactions stated publicly or privately throughout the workshop, and also on such questionnaire responses as the following which various participants volunteered in citing ideas which "helped to clarify thinking and planning" will. Children will perform tasks if they see a reason for doing so and if they are rewarded for their effort;" "We need to engineer success and to have active student involvement. In working with disadvantaged students, we should not confuse patronization with real concern for individual welfare of all students;" "I don't believe I realized to the fullest how important it was to these children to have an understanding of their community, and for the teacher to understand how they identify with it or how they can be given a better image of themselves;" and "The thing I have been convinced of is that it is necessary to individualize my teaching. You can learn much here from the child himself.

Since the attention span of slow learners is short, they require more and varied activities. Repetition of things they enjoy doing is acceptable. The use of consumable materials is endless and interesting and challenging. It puts spice and interest in learning. Children will heed what a puppet says to them when they may not pay attention to the teacher. Thank you for a time of inspiration, encouragement and definite ideas for doing a better job."

Did the participants feel that the project was a valuable one which helped them become better teachers and which justified whatever time and effort they expended within as well as outside their regular classrooms (i.e. on Saturdays, evening preparation, etc.)? Most certainly they did, as was clearly brought home to the staff: by the countless favorable, unsolicited comments they went out of their way to make to us (particularly at the end of the workshop); by the fact that seventeen of the twenty-one teachers who filled out the anonymous questionnaire distributed at the close of the workshop indicated that if given a chance to choose over, they would once again decide to give up a significant portion of their week ends in order to enroll;[1] and by the numerous anonymous, post-workshop questionnaire responses, such as the following two, in which participants expressed the feeling that they had indeed found the workshop professionally rewarding if only in gaining a therapeutic feeling that they were not alone in looking for ways to overcome the many frustrations experienced by educators in an inner city school:

> 1. a). I have a different attitude about my job now. I am beginning to feel less frustrated. Because of the Saturday class, I am searching and reading on the subject of disadvantaged youth. Let's say that in general I'm feeling more 'aware'.
>
> b). I gained the feeling that I wasn't alone with my problems. An excellent class.
>
> c). I signed up for this Saturday workshop because nowhere else did I know of such a course being offered. If I had somehow managed to teach these kids something for several years, I might get much, much better results with specific instructions in such! Some previously conceived ideas were on my mind, but always seemed too unconventional to be generally accepted by our mid-Victorian system. It was through the instructors and guest speakers of this course I received the reinforcement necessary to take giant steps forward.

> If no college credit or pocket money were involved, I would still have been in regular attendance in this class! It has been much more interesting than circle meetings or bridge club.
>
> 2. The most important part of the workshop, however, as with most things of this nature, is in the intangibles. Some of the very valuable intangibles were, in my opinion, the following:
>
> The opportunity to know what is being done in other classrooms. The opportunity to show that teachers in a disadvantaged area are *really* interested in doing a better job - even if it means going to school on Saturdays - and that it means we are not apathetic or complacent about what we are doing.
>
> The possibility that through the workshop can come the framework of a new, rich curriculum for disadvantaged children, not necessarily based on textbooks.
>
> All in all, I have enjoyed these Saturdays. If, however, I were to choose one session which hit me the hardest I would say without hesitation that it was the lecture by Mr. Doll on how teachers in disadvantaged areas feel. (And I had always thought it was just I who felt that way!)

Even if we are correct in believing that participants not only generally understood and accepted the points of view and suggestions presented in the workshop but also perceived them as being worthwhile and relevant in terms of their responsibilities as teachers in the inner city, it would be improper to *assume* that they attempted to utilize these understandings and ideas in working with their students. Here, too, however, we are inclined to feel that the workshop achieved some significant success, though our evidence on this question is considerably less one-sided than on those which involved attitudinal or intellectual as opposed to behavioral reactions to the institute.

In support of the conclusion that the participants did attempt to modify their teaching practices in accordance with the objectives of the project are the teachers' responses to the open-ended question: "Which of the suggestions described during the Saturday sessions have you tried in your classroom?" In answering, seventeen of the twenty-four teachers said they had made use of ideas involving the audiovisual and duplicating equipment, sixteen stated they had experimented with identification stories, thirteen claim to have used image stories, twelve stated they had attempted to motivate their slow learners by building lessons on some comic book-type materials, ten said their students had worked with puppets as part of their instruction in the classroom, eight had introduced more multiethnic lessons and materials beyond those already in use in their classes or those utilized to fulfil assignments undertaken as part of the project, and eight claimed to have made appreciable use of dwarf poetry. Given the fact that the instructional possibilities inherent in the use of puppets, poetry, and even audiovisual equipment are far more salient in some subject matter areas and at some grade levels than at others, the comparatively large number of citations volunteered in response to the question was encouraging. The question itself was a relatively neutral one which we think most participants would be honest in answering as compared to the responses one might get in asking them whether they thought the workshop and the ideas developed in it were "good" or"bad".

At the same time it should be noted that when the aides were asked whether the teachers in whose rooms they had served had made use of project suggestions, the number of citations concerning the activities or possibilities enumerated above generally ran about one-half to two-thirds as many as was true for the teachers' answers. On the other hand it is also true that each aide served only six hours per week for one semester, so that a teacher might easily have tried several suggestions without his aide knowing about it.

The logs and questionnaire responses of the aides provided additional, though contradictory, evidence concerning the question of whether the teachers had found project suggestions sufficiently "attractive", sensible, feasible, and/or relevant to try in the classroom. Several aides offered such encouraging comments as "The new machines have made possible more wide and varied uses of materials which are helping to maintain a higher level of interest in our classroom," but several others reported that the teachers with whom they had worked had been either unwilling (e.g. "Neither I nor Mrs. ______ ever had occasion to use the copy machines or the dry mount press") or unable to utilize the various suggestions which were being raised during the Saturday training sessions (e.g. "I am sure Mrs. _____ was impressed and interested in the things presented and hopes to use them in the classroom. I think she will some day. But the pressure to teach the basics, the overload of students (34 at last count), shortness of time, and the extra work involved probably will keep her in the same old rut."). Since only a minority of the logs included clear enough statements along these lines to allow a reader to deduce whether meaningful efforts were being or had been made to utilize project concepts and suggestions in the classroom, the only conclusion directly supported by the logs is that some teachers did make such an effort and some did not.

Perhaps the most direct evidence that most of the participants made an honest attempt to use the ideas and concepts communicated in the workshop is to be found in the descriptive papers which many turned in at the conclusion of the project. In nearly all cases these teachers were explicit in describing exactly how they had tried to use a consumable materials approach as well as other suggestions for curriculum change which were introduced and considered during the Saturday sessions, as is clear in the following excerpts from papers handed in by four of the participants who described what they had done in connection with the project:

> 1. Teachers in attendance have been appreciably inspired toward doing a better job for their children in this disadvantaged area. Not only have they heard of possible new psychological and philosophical approaches to their problems but tangible, usable methods have been suggested for application.
>
> Some of these approaches and materials which I have put to use during this semester are listed:
>
> > a. Using "Skinner" style programming we prepared on transparencies with the copy machines a four-week course in First Aid. The information was from the Red Cross and Johnson & Johnson. These transparencies were used on overhead projectors. We also used large anatomy charts from Red Cross and films from the film library of the school system.
> >
> > b. Unit on Communism was developed using film-strips and films showing this form of government as practiced in Russia and China. Filmstrips offer much opportunity for discussion. To follow up, we made large charts comparing Communism's rights and responsibilities with those under our own system of government and economics.
> >
> > c. For study of Africa used story Okalo Boy of Nigeria which we read to children. As I read this I showed

pictures on opaque projector of Nigeria from Life, Look, National Geographic and the story book itself. This made the story seem very real.

d. We tape recorded the play "The Prince & Pauper", with parts played by students in the high reading group. Critical analysis of voice, expression, tempo, conversation tone, and volume was carried out.

e. The high reading group read a story by Alan Shepard about his trip into space and another by a scientist about what we might some day find on Mars. Combining scientific information from both stories, we wrote a play about a trip to Mars in 1999. A capsule was built, scenery was made and the play was produced in the auditorium.

f. Following a trip to the Nelson Art Gallery at which time the children saw the Mid-American Contemporary Exhibit, they said they could do modern art that was as good as what they saw. Without any direction and nothing but large sheets of Kraft paper and tempera, they produced their modern art and exhibited in the hallway - to the general disbelief of passers-by!

g. In preparation for a trip to the K. C. Museum and Planetarium, a booklet was prepared by each child dealing with Solar System. It contained mimeographed sheets and pictures. Films and filmstrips were shown to familiarize children with planets and stars.

k. For a trip to Ft. Osage, dittoes were prepared telling the history of the area. We used the opaque projector to show pictures of the fort so the children would know what to expect.

i. For use by low reading group (2nd-3rd grade level), we made masters on the copy machine and then mimeographed for each child work sheets in reading and English.

j. In preparation for dining out (Cafeteria at Kansas U., Lawrence, a private room at Hotel Muehlebach). place settings for table were brought into the room. Each child practiced table manners. Charts on balanced meals were introduced. We discussed possible menus that would fulfill a balanced meal, and duplicated the results. Good grooming for going out into public places was also emphasized. Films in connection with these areas were shown.

k. In preparation for a trip to City Hall to meet our councilman and to the Board of Education to meet the Superintendent, a booklet of mimeographed materials relative to structure and function of city government and the Board of Education was provided for each child.

I do want to add that there is an inherent danger in the preparation of much consumable material. A teacher, because he is so busy thinking and working at preparation and presentation, may fall into a thinking trap that just because he is doing all of this there is progress being made. The question must be constantly put to the teacher by himself, "did the children become interested, stimulated, and as a result, did they work and learn something from it, or were they merely entertained." We must provide learning experiences, not just entertainment.

2. One of the goals of the reading curriculum is to get the children interested in personal reading. This was accomplished for the most part with library books and the like, especially paper backs which we ordered through the same company that publishes the Scope magazine. Many of the children were interested enough to order books and pay for them themselves. After we discussed comic books in the class, I

purchased a few that I thought were appropriate for the group and I did find that some of the children who previously had been sitting at the personal reading period were now at least looking at the comics. I also discovered that their favorite was Batman, so I purchased some Batman coloring books that had puzzles and word games in them. In this way I was able to get a good deal of interest in a form of word study. Also I feel that this helped to teach some thinking and planning skills.

The significant thing, I believe, that I have gained from this class is that it is most important to use things that the children are vitally interested in to teach with. The very commonest happening can become a learning experience if the teacher is on the alert.

3. I would like to comment briefly on two things discussed in the Workshop that I tried in my classroom. The first one is the Identification and Image Stories. This I found rather interesting. The pupils entered wholeheartedly into it.

The first ones we used were readable - not too difficult, and simplified to a degree, and the vocabulary used was within the range of every child. Then, gradually, we increased our vocabulary for each succeeding story. Interpretation was stressed, and some excellent spelling and grammar lessons were also derived from same.

I found the children enthusiastic and anxious to go further. For some, an interest in reading began anew, and they were always curious to know just what the outcome would be. Enthusiasm, I believe, was evenly divided between the boys and the girls.

The next one is the introduction of Dwarf Poetry to the groups. Even the ones that are usually dilatory about generating any sort of enthusiasm, were anxious to participate in this lesson. Some rather good lines were brought forth, and many were motivated and inspired to continue. Another type of poetry was introduced, and that, too, created interest. For the first time, I

> sensed many were really enjoying poems.
>
> My next year's aim is to introduce some of the other methods and materials, as it was impossible to try all this year.
>
> 4. As I have had little experience in the making and use of puppets, learning this was an enlightening experience. I had no idea that 5th grade children could become so interested and do so many original things in working with puppets. Other presentations in Art by teachers were also interesting. I can use any idea in art presented, since this is a weak area for me.

Our own opinion, based on classroom visits, discussions with teachers, the amount of paper, transparencies, and other consumable materials that were consumed during the course of the project, and, above all, on the many completed projects which teachers undertook on their own and brought in to show to staff members and to their colleagues in the workshop, is that most of the participants did indeed perceive some value in many of the suggestions and did try to make use of them or, at least, experiment with them whenever possible. It would be very difficult, in fact, to look at the imaginative classroom projects which teachers tried in the classroom, either to fulfill workshop requirements or on their own initiative, and not accept this conclusion. A number of these classroom projects are illustrated in Chapter Four, which consists of excerpts from materials actually used in the classrooms at West and Switzer.

Given the objectives of the project as described in this report and the substantial amount of money and effort expended in carrying it out, the preceding questions are in a very real sense overshadowed by the much more important one of whether the project was successful in terms of bringing about relatively pervasive and continuing change in the instructional practices utilized by those Switzer and West teachers who participated in it. On this latter question not only are we much less sanguine concerning the degree to which the project attained the goals we had set in undertaking it, but the fragmentary and inferential evidence available to us suggests that the project was far from being successful. On the one hand, we are confident that at least a handful of teachers are making extensive use of the ideas and suggestions introduced and/or developed during the workshop, but on the other hand we are just as confident that some other teachers are conducting instruction in exactly the same way and using precisely the same standardized materials as they used before the project was carried out. While we have no solid or direct data on either group, the very strong and apparent enthusiasm with which some of the participants reacted to the project on the one hand and, on the other hand, negative reactions to project goals of some others suggests the conclusion that the project effectuated a significant amount of behavior change in some classrooms and little or no behavior change in other classrooms. It is a good bet, for example, that both the teacher who in a personal conversation with one of the staff members stated that "I think these ideas have been good, but I am too old to change" and the teacher who admitted that she could not "bring herself" to "water down" materials studied by "boys and girls in other parts of the city" are doing relatively little in the way of instructional innovation of any sort - and least of all in directions considered or advocated in the Westside Workshop.

All in all, we expect that most of the participants are still making some use of the instructional concepts to which they were exposed in the workshop, and that the majority thus fall somewhere between a small group whose behavior changed significantly and an equally small group whose behavior changed not at all. The group as a whole, moreover, may fall somewhat closer to the latter extreme than to the former, given the facts that whatever obstacles to the achievement of the project existed within the school while the project was in progress still exist today, that the elementary teachers in the project were not able to reach agreement during its final stages as to who would take responsibility for maintaining the equipment and ordering the materials needed for continuing implementation of project goals, and that most of the teachers no longer have the assistance of the U.M.K.C. undergraduates who performed many of the chores connected with the preparation and duplication of materials and the utilization of the varied suggestions introduced in the workshop.

If we have little reason to believe that the project stimulated very deep and very permanent change in teaching behavior among the teachers who participated in it, we are even more pessimistic concerning the most important goal of all - that of bringing about instructional improvement marked enough to result in measurable gains in the academic performance and the human relationships among the pupils at West and Switzer. While the material presented throughout this report suggests that the project was not without value in accomplishing goals which can be expected to hield benefits for the students at the two schools, and while there may even be a "delayed effect" as teachers continue to evaluate and work with the concepts and ideas which they studied in the workshop and have a chance to utilize them over a longer period of time, the more formal evaluation efforts described elsewhere in this report gave us reason to believe that we were successful in accomplishing this most ambitious of our original goals.

Conclusions and Recommendations

For reasons described on the preceding pages, we believe that the Westside Workshop achieved its goals insofar as these involved communicating a number of understandings concerning desirable instructional practices in the inner city school and encouraging a group of elementary and junior high school teachers to try a variety of classroom activities aimed at making instruction more appropriate in their classrooms. Although many of the teachers who participated in the project were reluctant to deal with matters involving self-concept of students and intergroup relations among pupils, most of them made some effort to utilize consumable materials and other suggested techniques in trying to prepare and adapt instructional materials more appropriate than those previously used in their classrooms.

There was no real evidence, however, that the project achieved other goals aimed at bringing about either continuing and pervasive change in the instructional behavior of the majority of teachers who participated in it or measurable improvement in the academic performance of students at Switzer Elementary or West Junior High School. In part, the failure to achieve these objectives should be attributed to inadequacies in the training program as well as to our having underestimated the obstacles to deep-seated change on the part of teachers in the inner city. A substantial amount of human and material resources were expended in the project, and we believe the evidence presented in this report supports the conclusion that these expenditures were justified by the results achieved. Yet our experience also indicates that to achieve the goals related to instructional change and pupil growth which were postulated at the project's inception will require training programs and in-school changes far more intensive and costly than are presently contemplated by most knowledgeable persons dedicated to improving educational opportunities for disadvantaged students. We hope that the following recommendations - which are based on our experience in the Westside Workshop - will be of value to educators who are considering how best to prepare teachers for the immense job which lies ahead.

1. In-service training dealing with the instructional strategies and techniques considered in the Westside Workshop (as well as with a multitude of other topics and skills related to the improvement of education for disadvantaged students) should be not only made available to but required of teachers and administrators in the inner city. In view of the massive need for such training and retraining, in-service education in the inner city will have to be conducted on an equally massive scale for the foreseeable future - if we are really serious about significantly improving the academic performance of disadvantaged students.

In practice this training should be given on a continuous basis by operating month-long, full-time training programs which educators receive full pay for attending during the summer or by providing full-day training every three or four weeks or five-to-ten consecutive days of training every six months for educators enabled to participate by the dismissal of students or the hiring of substitute personnel.

Attention should also be given to training personnel to replace presently-employed personnel who may be too rigid to adapt instruction so that it is appropriate for youngsters growing up in disadvantaged circumstances. At the present time there are prominent educators who believe that an appreciable percentage of inner city teachers are incapable of profoundly changing their teaching habits. The project described in this report, as have many others in various cities, failed to bring about significant behavior change of any positive import among some of the participants it was intended to help, but we have not sufficient evidence to indicate conclusively that a training program designed and implemented better than the present one cannot accomplish this goal. Nor, given the present shortage of teachers willing to work in the inner city, can we afford to "write off" any large number of teachers. If and when more teachers are willing to accept assignments in the inner city, however, teachers who appear to be particularly inflexible and who are functioning very poorly probably should be screened out of such training programs provided they can soon be transferred to less difficult teaching situations or otherwise removed from the inner city classroom. Our esperience in the Westside Workshop indicated that this latter group is disproporationately drawn from among theachers who have relatively long experience in inner city schools. Care should be given,at the same time, to ensure that outstanding and experienced older teachers in the inner city do not become victims of policies designed to bring about needed changes in personnel.

2. Training in the preparation and adaptation of consumable-type materials should be given to teachers in inner city schools, and sufficient resources should be set aside to provide the "back-up" services and conditions needed so that teachers can utilize this approach effectively. One useful source of support in such a program is to provide teachers with the assistance of future teachers who can help prepare, adapt, and present lessons and materials built around a consumable materials approach and can help the inner city teacher in a myriad of other ways as well.

Given their analytic orientation toward questions involving professional competence and effectiveness and their preliminary training in educational methodology, undergraduate teacher aides can provide high quality instructional assistance beyond that which most lay aides can be expected to provide. In view of the benefits which future teachers can derivi from such an experience, the likelihood that most undergraduates will overcome unjustified negative stereotypes about disadvantaged youth while serving in this capacity, and the possibility that some will be encouraged or reinforced in the intention to teach in the inner city, universities and school districts should join together in sponsoring programs which include service as an aide in an inner city classroom for all future teachers.

3. Sponsors of training programs aimed at helping teachers learn to utilize a consumable materials approach for the improvement of instruction in the inner city should set aside one-fourth to one-third of the time in the early stages and one-third to two-thirds of the time in the later stages of such a program for participants to work individually and in small groups in preparing materials and in participating in and observing demonstrations in which these materials are tested out with individual students or groups of students in a classroom. To make sure that such large blocks of time are used effectively, trainees should be given a variety of assignments which begin early in the training program and which must be completed before credits or reimbursement are given for participating in the program. Depending on the initial enthusiasm and level of intrinsic motivation in a group of trainees, moreover, sufficient staff members should be present to give personal assistance and supervision to as few as five or as many as ten trainees during the time the latter are engaged in preparing materials or completing other training assignments.

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Taken together, the recommendations offered above suggest that in-service training for teachers of the disadvantaged is an objective at least coequal in magnitude and importance with others - such as reduction in class size, modernization of school facilities, and sponsorship of prekindergarten classes - which are widely recognized as requiring greatly expanded resources in order to provide equal educational opportunities for low-income youth in the depressed areas of the central cities. In this connection, Commissioner of Education Harold Howe has pointed out that while new educational technology is an indispensable element in working to improve the level of instruction in the inner city,

> . . . there is definitely the possibility of over-commitment and underuse - maybe its a kind of oversell and underuse - of electronic equipment in Title I programs. If you're going to have a lot of electronic equipment around, you've got to have . . . vigorous training programs at the local level to get people to use it and use it well.[1]

The project described in this report did not involve a great deal of elaborate and expensive electronic equipment, but rather was addressed to helping inner city teachers make constructive and effective use of relatively simple and inexpensive equipment such as photo copy machines, ditto machines, overhead projectors, and tape recorders - equipment which has been in short supply in big city schools but is now being made available in sufficient quantity so that teachers are beginning to enjoy easy access to it. From a technical point of view the use of this equipment can be mastered by almost any teacher, and there is no doubt that such equipment can make a major contribution in improving the quality of education given to disadvantaged children all over the United States. It will do very little good, however, merely to place these pieces of equipment in a school office or workroom and assume they will be effectively utilized. Unless teachers fundamentally change the instructional context in which new techniques, materials, and equipment are to be used, the effects of such additional aids will be peripheral and the gains made by students will be minimal. Even in connection with equipment and techniques as simple as those with which we were concerned in the Westside Workshop, it became apparent that effective implementation of promising practices and ideas on the part of inner city teachers will require intensive and continuing training during the regular school week, skilled assistance on the part of competent teacher aides and specialized resource personnel, and large training staffs to work with relatively small groups of teachers on day-to-day application - not to mention significant reorganization of school procedures and school structure to support innovative activities and constant administrative intervention and support to achieve innovative goals. In view of the scale of the training needed and the depth of the difficulties which will arise in providing it, in-service training for inner city teachers certainly must be viewed as a major school district goal in its own right.

[1] "Proposal for a Special Training Institute on Problems of School Desegregation", School of Education, University of Missouri at Kansas City, Fall, 1965.

[2] Ibid.

[3] Ibid.

[4] The rationale underlying the choice of this basic goal is described in Appendix B.

[5] The breakdown for elementary teachers was: three first grade, three third grade, three fourth grade, two fifth grade, and three sixth grade.

[6] The breakdown for junior high teachers was: five Common Learnings (combined social studies and English in the seventh and eighth grades), one ninth grade English, one art, two industrial arts, one typing, and one special education (mentally retarded).

[7] Those added were one kindergarten teacher, one second grade teacher, one, ninth grade English teacher, and one typing teacher.

[8] Due to an insufficient number of volunteers, it proved impossible to provide one of the teachers with an aide during the fall semester.

[9] Students taking regular sections generally work three hours per week with youngsters in a social welfare agency (or a comparable assignment) and attend a seminar on campus.

[10] See the schedules in Appendix A for a description of how the class meetings were structured to accommodate these activities.

[11] It should be noted that participants were informed from the first that their grades would be determined primarily in accordance with their attendance and their willingness to complete a few short assignments, so there was no reason for them to try to curry favor with staff members in order to ensure themselves high marks in the workshop.

[12] It should be noted that many of the participants at one or another point told us that they did not really need either the stipend or the university credit they received for participating in the project, and that these "rewards" hardly counter-balanced the difficulty they experienced in giving up so much of their Saturdays. We believe they were being quite honest with us as well as with themselves.

[13] "The Manpower Deficit", School Management, August 1966, p. 58.

Chapter III

The Tasks and Experiences of the Teacher Aides

With a few exceptions, the undergraduate aides who participated in the training institute did so to fulfil course requirements in Education 330B, Seminar Practicum. The exceptions were one or two students each semester who participated entirely as volunteers and received no course credit. The aides were assigned for six hours each week to a classroom at Switzer or West for one full U.M.K.C. semester. They also attended the Saturday sessions, for which they received ten dollars per session.

Most students in the regular 330B Practicum are assigned to one or another social welfare agency (e.g. detention center, adult literacy center, orphanage) at which they work with clients for three hours per week. They also meet on campus to analyze their agency experience and to engage in other learning activities which they plan with their instructors. Perhaps the major differences between the regular sections and this experimental section were that the students in the latter served twice as long a minimum weekly period in the institutional setting, participated in more specialized and structured group sessions as part of the Saturday class, but conversely were required to do fewer written assignments outside the practicum setting. In general it is clear that the assignment as an aide at Switzer or West fits well within the framework of the 330B course as described in the U.M.K.C. General Catalog for 1967-68:

> Observation of, and participation in, actual teaching-learning situations. Group and individual identification, analysis and synthesis of problems arising out of these experiences. Analysis will be in terms of concepts developed in [the courses on Social-Philosophical foundations of Education and Educational Psychology] . . . meets human development and health certification requirement.

Each semester provided abundant reason for believing that the opportunity to serve as a teacher's assistant in a disadvantaged school turned out to be a most valuable and rewarding experience for these future teachers, most of whom were juniors who had previously studied or were concurrently studying educational philosophy and psychology and who were scheduled to study educational methodology and do their student teaching the following year. A questionnaire administered at the end of each semester yielded quantitative evidence to support this judgment, and the data drawn from it are presented and briefly discussed at the end of this chapter. To appreciate what really happened to these undergraduates, however, it is better to review testimony provided by the logs in which they described what they were doing and how they were reacting to their assignments. The larger part of this chapter, consequently, consists of observations from the logs in which the undergraduate aides expressed and interpreted their experiences at Switzer and West.

Before proceeding to let the aides speak for themselves, it is necessary to point out that the assignment as an aide could not and did not prove equally useful for every student. While the overwhelming majority of aides reported on one or more anonymous questionnaires that they had gained a good deal from their assignments, a few were unhappy with their assignment and/or with what they were gaining from it - usually with good reason. While the staff tried to ensure that over the course of the semester each teacher would provide his or her aide with a wide range of tasks short of major classroom teaching responsibility, several teachers proved unwilling or unable to allow their aide to engage in much more than routine clerical chores. Relatively more aides were dissatisfied on this matter during the second semester than during the first. It should be noted that in the latter period teachers at Switzer and West were receiving much additional assistance from indigenous neighborhood aides and subject matter specialists whose services had not been available during the first semester, and that many teachers appeared to be having a hard time finding ways to make productive use of all these varied personnel. But despite the difficulties teachers encountered in integrating so many diverse programs, most of the undergraduate aides indicated - as shown in later parts of this chapter - that the teachers with whom they worked had been able to provide assignments which the former found personally and professionally beneficial.

In analyzing the reports of the aides, it became apparent that the insights acquired by the aides could be grouped conveniently under two major headings. On the one hand, the aides gained important understandings about the process of education and the nature of schools in general. On the other hand they also learned a good deal about the learning problems and the possible ways to provide sound education in schools serving disadvantaged youth in particular. On the following pages, accordingly, the excerpts and illustrations taken from the reports of the undergraduate aides have been arranged under these two headings.

Knowledge and Understanding of Education and Schools in General

Perhaps the most succinct comment made by an aide concerning the impact of the first three or four days in a classroom was offered by the undergraduate who said that "One of the first things I learned with this group was that I did not know how to teach, or even where to begin." The large majority of these future teachers, it must be remembered, had not been in a classroom below the college level in years, even though they generally had been studying in the field of education for at least half a year. For most of them, furthermore, the assignment as an aide was the first time they had ever been in a classroom more or less as an "outsider" with sufficient detachment to provide a fairly broad view of the dynamics of classroom behavior yet with sufficient intensity to allow them to become participant observers in a situation in which teachers and students have ceased to assume the somewhat artificial roles they tend to act out for the occasional visitor. The result was that aides appeared to approach their assignments with a receptive mental set that made them willing and anxious to learn more about what it means to be a teacher. As one aide summed up her experience; "I was introduced to an entirely new educational area, and what I learned would fill a book. It was a new, exciting, and sometimes painful experience."

It is worth emphasizing that much of the value of the aide assignment follows from the fact that the aide spends enough time in the classroom to really see what is going on - but his responsibilities are limited enough - as contrasted with most student teaching assignments - so that he can consciously examine and re-examine what is taking place before his eyes. In the words of one of the aides as reported in his log, "Serving as an aide was helpful in that I could understand some of the problems teachers may encounter, but these weren't my very own problems. Therefore, I could see the teacher's reactions to the problems and think about how I should react in the same situation." Building a cumulative picture of a situation in which it is possible to maintain a good deal of objectivity, the aide is less likely than the student teacher to be caught up too early in the "sweep of events" in the classroom, and better able to derive a coherent view of how teachers and pupils interact in an actual classroom.

In contrast to an unknown visitor, in other words, a teacher's aide is present in a classroom long enough and often enough so that students and teachers begin to act naturally, thus allowing the aide - if he observes carefully and is oriented in how to do so - to encounter problems which are real rather than contrived and which arise in an unfolding sequence of events rather than arising apparently full-blown without discernible roots. Like a student teacher, the aide is given an opportunity to evaluate instructional ideas and possibilities in a real classroom and to determine where and when one practice may be superior to others, and vice versa. Unlike the student teacher, however, an aide can concentrate on observing and understanding the process of education in the classroom, because he is not forced to become so quickly skilled in so many teaching roles as is the student teacher, and his powers of perception are much less likely to be blocked by the anxiety which almost inevitably accompanies the latter's much deeper immersion in the role of teacher.

The relatively detached perspective which a future teacher can learn to maintain in serving as a teacher's aide is illustrated in the following excerpt from the day-to-day observation records maintained by an aide who served at the Switzer Elementary School:

> 1) 10/13/66 James refused to sit down when I told him to. He just laughed and kept standing. I tried to control my temper!
>
> 10/18/66 Miss ________ is ill. The substitute did not arrive for half an hour. General chaos reigned in the room.
>
> 10/25/66 David decided to die in front of the room. He pretended to shoot himself with a machine gun and fell to the floor. I finally got him back to his seat by telling that heroes never die on the floor.
>
> 11/1/66 Richard hates me today. I wouldn't let him sharpen his pencil before I called his row.
>
> 11/3/66 Richard likes me, today, but Ross doesn't.
>
> 11/8/66 Things are going smoothly. I think I'm going to make a teacher!!
>
> 11/10/66 Oops! I was very wrong. Today I had the slow reading group. Ross played with a mousetrap. Jimmy kicked Delia. Delia kicked Jimmy. Richard never opened his book.
>
> 11/22/66 I had the slow reading group again. This time I had learned to handle them.
>
> 12/1/66 Things are better now. (Knock on wood). In general, matters did improve all through December and January until I felt that I could handle the children adequately. I needed to learn more how to act like a teacher.
>
> I am sure that I cannot describe all the things I learned. There are attitudes and ways of handling myself in the classroom that have become a part of myself. I think that the experience is invaluable in that the college student in education really gets to plant her feet on

> the ground and get into the classroom, the organization of the curriculum, and the materials used.

As is evident in the above quotation, much of the value of the teacher aide experience is in making it possible for the future teacher to recognize and value good human relationships in the classroom. The logs kept by the aides, as a matter of fact, were filled with such short but powerful comments related to the establishment of good teacher-pupil relations as the following two: The children respond much better to a hug, pat on the head, or joke than to reprimanding speech," and, "James, who had been giving me trouble, finally behaved today. I have been treating him especially nice, and after much resistance he is beginning to respond."

In addition to learning about general classroom dynamics, many of the aides made comments which showed that the experience had helped them gain valuable insights on such central matters as motivation (e.g. "Today I put student art work up on the walls. The pictures were in a stack and I was just putting them up in the order I uncovered them without noticing names - until I heard a little girl say to another, 'Hey, I've got two up.' I didn't realize how important it is to them to have their work displayed"); discipline (e.g.,"The third week the teacher did a complete about face and stopped shouting at the class. Instead, he kept the five boys in during a lunch period. He laid the cards on the table and talked to each individually. He asked them what they intended to do about their behavior in the future. Each boy committed himself to improvement. This technique of handling discipline problems seemed to work, as the classroom has become orderly and quiet"; "My observations of the various teachers at work have taught me methods that I hope will come in handy. I have seen the teachers who scream and yell and use violence to correct, and what effect this has"),the teacher's responsibility for maintaining her inner resolution in the face of inevitable disappointments (e.g.,"After being with them for just three hours, you ask yourself many questions. How can I reach them? How do I make them understand that education is important? My God, how do you help them help themselves? These are things you ask yourself, and there is only one general answer: keep on trying "; "One thing that I got out of my observation and work with the teacher was the realization that I had to fight to keep my head above water, that I couldn't give in to the depression I sometimes felt, but had to look back at what little I hope we've been able to do and remember just how much it meant to the children whose lives we had touched and had influenced;" "One thing seemed apparent to me from listening to the Saturday guest speakers who are or have been teachers. They each had a spark that the listener could recognize, and it was easy to understand how they reach the children. They are involved and they care. I only hope that I can develop into the sort of teacher who has the spark"), and, depending on the particular assignment in which an aide was placed, knowledge of the practical problems that must be faced and overcome in implementing an instructional innovation. The two aides quoted below, for example, served with teachers involved in team teaching experiments, and their reports showed that they had learned a good deal about the problems that must be honestly faced if a teaching team is to work effectively with students:

> 1) The team's schedule required the students to move from one class to another every forty minutes. This often made it impossible to do much, because it took fifteen minutes to quiet the class down, and there were only twenty-five minutes left to teach. This was one of the most important things I observed: If the system had been less inflexible, or if the teachers had moved rather than the students, there would have been less confusion and much more would have been gotten out of the system.
>
> 2) Maybe because I am inexperienced, I felt I saw some advantages and some weaknesses in the team teaching arrangements. Good organization in such a program can make it much more interesting for the student. One rather weak and lazy teacher can make it impossible for the other two to work as a close-knit team.

The diverse nature of the insights into good educational practice which an assignmnet as a teacher's aide enables a perceptive future teacher to acquire is best summarized by presenting the following excerpts from a paper turned in by an aide[1] who had titled it simply, "Impressions Left":

> 1. It is very important to preview films, and discuss them after showing them.
>
> 2. It is important to be enthusiastic about teaching, and about teaching a certain subject.
>
> 3. Always keep a cool head.
>
> 4. Always keep in mind that teen-agers, or adolescents want to be treated as if they were grown-up, and most often respond best when treated in this manner.

5. A quiet classroom can be more hostile than a noisy one, in some instances.

6. It is not advisable, especially from a teaching standpoint, to in anyway incite hostility in the students.

7. Consideration for the students' feelings, thoughts, and ability goes a long way in promoting good citizenship, and in preparing the students for learning.

8. A creative teacher should not lose sight of the fact that it is more important that the class learn, than that the teacher teaches.

9. Be prepared to teach each day.

10. Write things on the blackboard, or overhead projector for the students to see--the students do not learn to spell or read many words from their text books and it does not take much effor to write Constantinople, or Renaissance down on the board as one is lecturing.

11. A teacher should be constantly looking for new ways to make everyday things learning experiences.

12. When most of the students are sitting in class with glassy stares on their faces, and several of the others are doing something other than what they ought to be doing, it is time for some self-evaluation on the part of the teacher.

13. When a teacher becomes insensitive toward students it is time for that teacher to find something else to do.

It should be kept in mind that this aide has not yet taken courses in educational methodology. Based on his experience as an aide and his concurrent coursework in educational philosophy and educational psychology, this student had synthesized in practice much of what he normally would have to accept on blind faith in his senior education courses.

As was implicit in several of the foregoing passages quoted from the logs, the aides sometimes appeared to be learning as much or more by "negative" example as by "positive" example; that is, their comments showed that many had learned a good deal about what not to do and, by inference, about the importance of examining one's behavior as a teacher in order to perceive the harmful effects of some of the mistakes which even well-intentioned teachers sometimes make in the classroom. This type of insight was evident in many of the logs maintained by the aides, and is shown very clearly in the following excerpts from the reports of six different aides:

> 1. It was interesting to note that while several teachers made comments which showed they knew of better techniques to be used with the children, very few were actually tried in the classroom. The days too often were filled with cut-and-paste 'busy work.' At one point a teacher acknowledged that most cut-and-paste worksheets were being used primarily because they used up time. No claim was made that this was an effective way to teach anything - not even the proper use of scissors.
>
> 2. Again today I noticed _____'s emphasis on discipline, many times with physical roughing up that brought tears of humiliation and fear. There did seem to be a genuine fear among these little ones. . . . Today _____'s impatience with slow learners was more evident than ever. They were not given extra help, but instead were ridiculed, punished, and separated from the rest of the class.
>
> 3. Today was one of the most revealing of all my experiences. _______ was ill and a substitute teacher took over the class. I will try to make this brief, for fear of using foul language to describe this pseudo-teacher. She was undoubtedly one of the most personally frustrated persons I have ever met. I felt like one of the students subjected to a volley of adverse emotions. This 'woman' (or whatever other term you want to use - such as 'she-devil') had absolutely no concept of teaching. The entire day was spent yelling, screaming, and exhausting both herself and the students. I went home with a migraine headache.
>
> 4. _____ is teaching the subject to philosophers rather than to children. There is no real human communication to serve as a foundation for learning. I think the kids are underestimated in many ways, but they see through the pretended sweetness and pretended care for them - and any human on this earth would have a feeling of

> dejection, no matter where he grows up, if faced with such gross and insensitive underestimation. . . . Today was the worst day I ever spent here. _____ told me publicly to help the 'smart ones' who were in one section of the room rather than the 'dumb ones' in another. I regret that I followed these instructions. . . . I am omitting many specific incidents, because _____'s attitudes toward the subject and toward her pupils constitute my foremost concern, for what I learned about this I will always remember. If _____ could somehow see a roomful of human beings while she teaches, rather than a roomful of nonentities, it sure would help. She has no idea of how this seems to her students or to others, and it would kill her if she knew the effect she was having or that I wrote this. But yet her students have a long road ahead of them, and just one person's attitude has a big impact on them.
>
> 5. The classroom seemed to be a battleground for control with no clear-cut decision being reached; the teacher seemed to win temporarily as the children regrouped and prepared for a new encounter. I was astounded by the lack of self-control exercised by the teacher as well as the students. I was repelled by the constant screaming of the instructor and the instructed.
>
> 6. Today the children were told that they would not be allowed to see the films if they don't behave in class. In fact, the children are constantly being threatened with removal of one privilege or another - including free lunches. This causes me concern. Either the psychology courses are advocating the wrong policy, or the schools are not using approved methods. True, I do not know what may be necessary to keep the children under control. However, both the children and I know an idle threat when we hear one. This fosters an air of indifference on the part of the children.

Knowledge and Understanding Needed by the Teacher of Disadvantaged Students

The preceding quotations should not be interpreted as indicating that the elementary school or the junior high school in which this project took place were "bad" schools in any meaningful sense of the term. As a matter of fact, both had a number of outstandingly creative and dedicated teachers on their respective faculties. In almost any school which has more than five or six teachers, however, and from time to time in almost any classroom, a discerning aide-observer will be able to perceive a variety of dysfunctional teacher attitudes and behaviors which he should learn to avoid in his own teaching - precisely because teachers, being human, posess human failings and because the aide-observer role is a sufficiently detached one so that the incumbent who fills it can actually obtain more penetrating insights than can the individual actually responsible for successful instruction in the classroom.

It is true, nevertheless, that the kinds of "negative" examples described above can be found more frequently in schools enrolling disadvantaged students than in schools serving middle-income neighborhoods. For a variety of reasons which are too well known to need repeating here, teachers and students in the inner city school are more commonly caught in a self-perpetuating cycle of frustration, mutual recrimination, low achievement, and poor discipline than is true in the middle-income school. Given the youthful idealism of most future teachers, particularly those willing to volunteer to serve as teacher aides in the inner city, it is only to have been expected that many would react and sometimes, perhaps, even overreact with shock, dismay, and bitterness on being exposed to the regrettable situations which are all-too common in some inner-city classrooms.

By the same token, observations such as those quoted above suggest that the aides learned a good deal not only about effective and ineffective learning environments in general but about the special educational needs of disadvantaged students in particular, thus underlining what we believe is the very great value of the teacher aide assignment in preparing teachers who can function effectively in inner city schools. On this point it should be noted that the observations quoted above - as well as many others which there was no space to include in this report - indicate that despite the intensive in-service education provided in the project described herein, some classroom teachers apparently used methods and approaches almost precisely opposite to those which the training curriculum was intended to communicate.[1]

It seems fairly clear, furthermore, that dysfunctional learning conditions (such as those described above) in the inner city school are closely related to the difficulty many teachers have in perceiving how their behaviors are affecting their students. Once a teacher becomes deeply immersed in the problems of teaching disadvantaged youth, habit and frustration often conspire to make a difficult situation worse, and the result may be still greater defensiveness and distorted perception on the part of the teacher. Recognizing this syndrome, it is easy to see why directors of in-service training programs for inner city teachers report that it is exceedingly difficult to bring about significant improvement in the instructional program in inner-city schools, and some despairingly conclude that such improvement in the instructional program cannot be achieved at all without somehow replacing most of the teachers who now teach the disadvantaged. We are not as yet prepared to accept so pessimistic a conclusion, but the argument on which it is based legitimately underlines the truism that the future teacher is likely to be more receptive toward new ideas and better able to attain an undistorted view of the problems in an inner city school than is the veteran teacher. We cannot but conclude, therefore, that the assignment of undergraduates as teacher aides in inner city schools is potentially of enormous importance in improving the education of disadvantaged youngsters, providing it can be shown that such an experience can help future teachers understand the characteristics and learning problems of such children as well as the kinds of instructional approaches and practices which might be particularly appropriate in working with them.

The obeservations of the undergraduates who served as teacher aides at Switzer Elementary School and West Junior High School were, on the whole, most encouraging in this regard. Time and again the aides made entries in their logs which indicated that most were indeed feeling their way toward a positive understanding of the disadvantaged child and his environment and that they believed the suggestions made in the in-service training sessions - or any other suggestions that might be useful in teaching the disadvantaged child - should be given a fair trial.

Because one of the primary purposes of the project was to help a group of future teachers acquire some of the attitudes, understandings, and skills which could make them competent teachers of disadvantaged youngsters (particularly those identified with racial or ethnic minorities), it may not be amiss to quote a number of observations which indicated that significant progress was made toward this goal. The observations quoted for this purpose on the following pages are far from being exhaustive, however, since they are taken from a much larger sample of similar comments and are chosen primarily to represent the variety of different understandings and skills which we believe should be possessed by potential teachers of the disadvantaged.

First, many of the undergraduates in summarizing their experience reported that the assignment as an aide had helped them get to know and, more important, accept disadvantaged citizens and youth as people who have needs and problems similar to their own. Since the large majority of aides were middle-class students who grew up and resided in a socioeconomically-stratified metropolitan area, few had previously had an opportunity to establish personal relationships with residents of extremely low-income neighborhoods. That confidence in one's ability to relate personally - as opposed to condescending or belittling stereotyped thinking - is a fundamental prerequisite for all who might some day teach or otherwise work with disadvantaged youth is implicit in the following excerpts from four of the logs:

> 1. Before actually participating in this program I was sure that I would look upon the children as being deprived and therefore deserving of much sympathy and pity. After working with them, however, I find that this is not the case. Deprived though they may be, they are still human beings with the same basic desires as anyone else. They're so very willing to form close associations and attachments with anyone who shows interest in them. I truly fell in love with them, and they were very receptive of any affection I showed them. They want so badly to be hugged, winked at, even given a playful swat - anything which gives them the feeling that they are cared for as an individual.
>
> I definitely feel that this has been one of the most valuable experiences of my life. I enjoyed it because it gave me an opportunity to actually participate in a classroom situation. Until this time I really had no idea how children and I would relate to each other, and what it was like to be in front of a classroom. Also, I had never really been exposed to people of low socioeconomic background. I feel now that I understand their environmental hardships. I understand their social goals much better than I could if I had only read about such things. Most important, I understand much better the way the children think. It will be of tremendous value to me if I decide to do any actual teaching in a school for children in the same socioeconomic level as those at Switzer. The experience has given me confidence in my own ability to cope with situations such as this.
>
> 2. I was surprised not to find 'wild Indians' as the literature and conversations had led me to expect. The children were warm and friendly - the girls were affectionate and the boys were either friendly or wanting attention in other ways, like showing off or acting up a little. I confirmed these impressions with other aides.

> 3. My final impression of the semester spent at West Junior is much different than I would have expected at the beginning of the semester. I had never heard of West Junior before I entered the project. But, later, when I learned where the school was located, I was literally scared to death . Now I realize that schools like West Junior offer a teacher the greatest challenge. I truly think I would enjoy teaching in a similar setting.
>
> 4. After being exposed to a classroom with socially and educationally deprived children, I believe that the main problem in teaching these children is to be able to understand the feelings and emotions, the wants of these children. They are just like all other children - they need love. Discipline cannot be didactic, but must be understanding. I don't advocate shunning discipline, but forceful, threatening punishment will not succeed. These kids have seen enough of that and have become immune to it. Discipline must display warmth so that the child can see how to operate in the approved manner. This is a philosophy of discipline for all children, no matter what the economic background.

As important as the fact that the aides' comments indicated they had grown to accept the disadvantaged child on a personal basis and had overcome many stereotypes which made them fear working with disadvantaged youth, other comments of the aides indicated that some had shed or were shedding what was at first an overly romantic view which has been known to result in inestimable grief among newly-certified teachers exposed all of a sudden to the realities of the inner city school. Representative evidence indicating that a positive orientation developed toward disadvantaged students was accompanied with an equally necessary sense of realism was apparent in the following comments of eight aides wrote that:

> 1. Upon first observing room ___, I felt that with a little patience and parental love on the part of the teacher, the kids would come out of their shell and begin to speak, cooperate, and learn. But I soon learned that it would take more than a 'little' - it was one helluvah job just to get some of these kids to answer to their names when the roll was called.

2. It is quite obvious that many of these children, in their short lifetimes, have encountered more problems and emotions than the average middle-class American encounters in an entire lifetime.

3. This education course has given me valuable experience that I never could have gotten out of a textbook. I've learned that to control the kids you have to be very firm, though always kind.

4. There was a little boy that I noticed today for the first time. I learned that the police had just picked him up off the street where he had been shining shoes in order to have enough money to eat.

5. The older class is the greatest problem, in my estimation. Here the girls are always combing their hair, applying make-up, and talking about boys. To some extent, of course, the same is true of almost all girls of this age group. But here it seems particularly difficult to gear their attention away from boys for a portion of the day.

6. When I first heard of the opportunity to be an aide at Switzer, I was immediately receptive to the idea. But as one does, I began to ask around about the school itself. The reports I heard were anything but enticing. I was told that beatings and knifings were an everyday occurrence there, and were treated lightly. It was then that I changed my mind, and decided not to volunteer for the project.

I thought no more about it until the very moment of enrollment, when, for a reason I cannot explain, I signed up. Possibly it was the challenge, or perhaps I couldn't really believe it was as bad as had been pictured, I don't know. I do know, however, that I would not hesitate to do it again.

What I had been told about the neighborhood had not been exaggerated, i.e., dirty and dilapidated, and the school was not much better. It was built during the 30's as a W.P.A. project. A few days before going to Switzer, I read in the newspaper that vandals had broken into the school, splattering ink bottles against walls, breaking up furniture, breaking windows, etc. The boarded-up windows added to my remorse as I entered Switzer for the first time.

The fifth grade classroom to which I was assigned seemed totally disorganized when i walked in. Children were running around the room, talking too loud, tearing pages from textbooks, etc. The children were like the neighborhood, dirty and ragged. The teacher introduced me to the class and they, in turn, introduced themselves to me. For the remainder of the time I walked around the room asking questions and answering others. The day was then over, and already I regretted leaving. Even the first day I discovered a very curious thing; the children loved school and their teacher, they seemed starved for knowledge, yet were not willing to work to get it.

During my second day at Switzer I began learning more about the children in the room. Their problems are those you read but seem detached from. Most of these kids live with one or none of their parents. Those who did have both parents would be better off without them. Extreme cases of alcoholism, criminals, the mentally ill, emotionally upset, etc., are all represented, and I might add in great abundance.

7. I had my first contact with a substitute teacher today and came away greatly unnerved. This substitute was not familiar with the inner city area. She was going to do so much reading and so much arithmetic and everything kept right to her time schedule. Well, in this area, you must work at the child's speed and not at some speed you arbitrarily set for him. By noon the class was much worse than it had ever been since I had been coming. The children were nervous, the substitute was nervous, and the poor substitute seemed as if she were going to faint.

8. In many prominent books on teaching in the underprivileged schools, factors such as low parental aspiration, parental neglect, peer expectations, and other influences outside the realm of the school seem to detrimentally affect these children before they ever enter school. From then on, it seems to be a downhill battle for the teachers who are trying to get their students to achieve academic levels which they

should have achieved years ago.

The children are also characterized as having short attention spans, a fantastic rate of absenteeism, etc.

In my opinion one factor that contributes to this description of the underprivileged child is their great lack of inhibition. They aren't afraid of anything, or want to make you think they aren't. Don't ever threaten them, for they'll do just what you don't want them to do. One might think the only thing they understand is force; they admire it and use it, but many teachers fail when they threaten with it and never use it. I'm not advocating force at all but rather an understanding of why the child must resort to it. Here are a few incidents that helped me realize this.

One afternoon as I was walking down the aisle, a smart-alec kid hit me on the posterior and said, 'How about a date, babe?' It threw me off guard because in my wildest imaginations I had never dreamed anything like this would happen. So, unwittingly, I threatened: 'You do that again, and you're going to go to the office.' He publicly retorted: 'Guess what I did, fellows, I hit teacher on the a--!' I had to think of something quick to take away his class admirers, for his action had just given him additional status. Finally I said, 'If you want to hit people, that's your business. It shows you're not afraid of being hit back. But since you were painting, you could have gotten paint all over my skirt. If you want to pay me $2.00 to have my skirt dry-cleaned, that's fine with me, too.' It worked! His action no longer was seen as giving him status. In this case, money hit him where it hurt--a lot more than threats of punishment.

One more example that stands out in my mind concerning force involved a fight between a Mexican boy and an Anglo boy. No one knows to this day what it was all about. Some way one boy was just looking for a fight. Anyway, I looked up and saw these two boys fighting. I yelled to them to stop, which had no effect at all. Miss _____ their instructor, finally

> saw it, ran over, broke in between them in order to let the one that was getting the worst end of it away. By this time several wooden stools had been thrown across the desk rows. Believe me, Miss ________ had a great deal of courage to break them away, for not one of their friends had tried to stop them. After all they were the two tallest and biggest boys in the class. She told us later she had to hold them apart all the way to the office. I had never witnessed such a violent fight in all my school years, but at least I know what to do now. (Does the teachers' union provide hospital insurance, anyone?)
>
> In spite of the preceding examples, I believe that in order to 'survive' such experiences, one must feel that these children are human beings, and deserve the same feelings we give our friends and families. The key is very simple: respect. We must accept them for what they are. After all, we could have been in their shoes but for a twist of fate or environment or whatever. So what if one of your 8th graders has a two-month-old child at home? She may have made one mistake, but she didn't make two mistakes by marrying the boy. So what if one boy always goes to sleep in your class? He may have been up all night listening to parental fights. A few will sneak food in the class. Explanation: no breakfast. Sure, a few crumbs might be on the floor, but they can't be seen as easily as paper airplanes which infuriate some teachers who can't understand how anyone could possibly loathe their subject matter. What this all adds up to is that I believe in a policy of permissiveness when it comes to "didy-tidy" rules at the school. In other words, I think one should use the symptoms to find the causes and thus correct the causes; not punish the symptoms and ignore the causes.

The teacher of disadvantaged youth can expect to experience many failures in searching for effective ways to present and communicate material to her students. With few indications of successful learning taking place in her class, she may well begin to believe that her students are incapable of performing better even if instructional materials and methods were more appropriate to their special problems, a fallacy which leads to "giving up" on students and which some authorities believe is the single most important reason why so many low-income students fall further and further behind as they proceed through school.[2] It is of great importance, then, that future teachers be made aware that despite their very real learning handicaps, educationally disadvantaged students for the most part not only want to succeed in school but are capable of performing much better than might be inferred from a past record of failure and low achievement in situations which inhibit rather than facilitate the development of their appreciable potential. That the aide experience can help a future teacher achieve this necessary realization is evident in the following four excerpts, three very brief and one quite lengthy, from the logs prepared by undergraduates who served at the Switzer School:

> 1. Esther is an attractive Mexican girl in the slow group who always wants to do all of her spelling words even though she doesn't understand most of them. Mrs. _______ was quite surprised when I showed her a good letter that Esther had written to Santa Claus when I was tutoring her in spelling before Christmas. There had been no previous indication that Esther was capable of writing so fine a letter.
>
> 2. The most vital point to me is that these children can be taught - and can learn - if only the teacher (me) will give of her interest. They respond so well when they know you're interested that it's a shame not to do anything.
>
> 3. As the semester went on, I found that there were a few children who were absent about half the time. My first reaction was, "Why don't they come?" I quickly found out that to them education was not particularly desirable - at least not the education that we were offering. After I had been at the school a few weeks, my question changed from, "Why don't they come?" to "Why do they come?" Too many times, the answer is only because the law requires them to attend.
>
> When I looked at the students' reading achievement scores and listened to them trying to read, I could understand the attitude of the student who referred to the tutoring room as the "torturing" room. When I watched the students who could read, I found that they weren't too interested in reading the text.
>
> When a reading assignment was given to the class, our class became a "torturing" room. At first I

wondered, 'Why don't these kids settle down and get busy on their assignment?' They seemed to want to do anything else but read their assignment. Then I realized that they don't settle down because some of them CAN'T read the assignment, the texts are not written for students of their socio-economic level, they are bored with the text. The reading assignments are not interesting or really meaningful to the students.

In order to get their attention and cooperation, you have to have something that they can and want to do. In our class I think audio-visual materials helped a great deal because our low level readers can hear, see, and understand. Our other students are interested too. These help serve as an equalizer - not punishing our poor readers.

Students surprised me by trying many times to use me as an intermediary between them and the teacher, asking me to ask him if they could have a film, or slides, a record, etc. On one of our chapters on Missouri Constitution, we taped the sections we were studying. The children love to work with the tape recorder. Machines of all kinds seem to fascinate them.

The impression that I have gotten here is that students do like math, art, music, athletics, and science. Math, music, and science are demanding. Why are they popular? I think that it is because there are secure final answers in these subjects. They are more exact. The student knows where he is. Common Learnings include English, History, Geography, and Missouri Constitution. The answers are harder to find and success is less obvious and rewarding.

In summary I think we cannot expect students here to do things that they either can't do or have no motivation to do. We need more work geared to the ability of the child. The students love to work with machines themselves. They cooperate much better when they can handle the work by themselves. I wonder not at how little these children come and participate at West Jr. in some subjects; rather, I wonder why they come as often and do as much.

4. The most exciting thing to me has been to see how much can be done for and with the

> students, by use of imagination and effort on the teacher's part.

In addition to providing evidence of positive orientations concerning the characteristics and needs of disadvantaged youth, the logs included many perceptions which indicated that aides had observed and, sometimes, devised particular instructional techniques that could help them become effective teachers of the disadvantaged. For example, besides learning to operate and make use of the several pieces of equipment installed in the two schools as part of the project (which most of the aides specifically cited in describing ideas they had found valuable or wanted to test out in working with disadvantaged youth), a number of aides mentioned incidents which had taught them that the curriculum for language arts in the inner city is likely to be most effective if derived from disadvantaged children's own experience. To illustrate, a number of the aides reported observations such as the following made by four different undergraduates serving at the Switzer School:

> 1. The children love the words that I made on cards for them. They continually ask for more. I have found that this is a good way to get the slow group interested in learning new words - give them the words they want to know.
>
> 2. One morning little Hilario brought me his printing practice paper to check. On it was printed C-R-A-P, which when put together spelled one of our more commonly used four-letter, Anglo-Saxon words. Well, the child then proceeded to define the word - and Noah Webster couldn't have done a better job. What could I say? I ignored the 'undesirable' elements in what little Hilario had done, gave him a silver star, and sent him back to his seat. Sometimes I wonder just who is getting the education.
>
> 3. Mrs. _____ makes extensive use of the machines. The slow group's spelling lists are run off because the words in the books are much too hard for them. She also used the machines to run off a set of science papers about animals. These are much more understandable and interesting to these children than their textbooks.
>
> The children are encouraged to express themselves verbally and in written work. One of the best examples is the group of poems they wrote for the bulletin board. Mrs.

> _____ suggested a first line and the class supplied the second and third lines. I thought the results were excellent for students who are not supposed to be able to express themselves.
>
> 4. After taking the cafeteria money, I spent quite a while working with the 3M machines. I made copies of a "Louie" comic strip which had been cut out of the Sunday newspaper. We used the opaque projector to show the comic, in its original form, to the children. We didn't allow any oral comments - we just wanted them to think about what they thought was happening in the pictures. Our next step was to pass out mimeographed copies of the comic strip to each child - enough room was left to allow them to make up their own stories. We were amazed at some of the sayings, expressions, etc., that the children used -- it reflected much of their home life and upbringing. When asked for their reaction to this type of exercise, the children said that they enjoyed it very much, and would like to have this type of exercise again soon.

Another specific instructional understanding with direct implications for methodology in the inner city school was illustrated in the comments of many aides who observed how exceedingly important it is to structure instruction around concrete materials which disadvantaged youngsters can see, touch, and value. Observations along these lines were made by aides at almost every grade level and with reference to all subject matter areas, usually in a discussion of specific instructional practices such as that reported in the following excerpt from one of the logs:

> The children have a lot of trouble counting and in seeing the relationship between number concepts and real things. The word 'ten' means little to them; they need to know what numbers represent.
>
> I learned quickly that counting just anything won't work. The most effective thing we counted with were small, red, plastic disks which I called pennies. Pennies meant something to the children; block didn't. I say, 'show me how many pennies you give for a carton of milk.' They put down three 'pennies' and I ask, 'how many is that?' I do the same with candy bars. Then I may ask how many pennies they would have to give for eleven pieces of bubble bum.

> The most effective technique I used was to pay one M&M for each number counted correctly. This was done in small groups of six children or fewer.

The value of the aide experience in learning useful methodology as well as in acquiring important understandings concerning the education of the disadvantaged was particularly well illustrated in the following account of an aide who described how he had worked closely with his teacher to try to solve the day-to-day instructional problems that confronted them in the classroom:

> Problem: Several of our slow readers [sixth graders] were unhappy because the other kids were calling them 'dumbies' for using fourth and fifth grade reading books.
>
> Solution: We made colorful book jackets out of craft paper so that students could not be easily singled out according to the cover of the books they were reading.
>
> Problem: They hated the workbooks and wanted more art work connected with their reading. They wanted to create.
>
> Solution: We used identification stories and creative stories based on pictures and other art work to teach reading.
>
> Problem: They wanted more time to read aloud.
>
> Solution: We had the children write plays which they rehearsed during reading time and tape recorded for subsequent use in other activities.
>
> Problem: They wanted to increase their number of reading days from three to four.
>
> Solution: We were overjoyed. Mrs. ______ and I worked separately with groups so that the children had more time for reading.

The chance to work with children of differing racial and ethnic backgrounds also was singled out as a valuable phase of the aide assignment by many of the undergraduates who worked at Switzer and West, and several made comments which led us to believe that they had learned some important lessons which would help them in working with minority-group children:

> 1. I was ashamed of my reaction when a Negro girl asked me to braid her hair. I, who had always said I wasn't in the least prejudiced, and yet I hesitated the first time. I feel I did overcome this, though, as I became more comfortable with the children.
>
> 2. We got Donna to smile, and to me it was quite a milestone. Donna is a lovely, sweet little Negro girl who never smiled or expressed any pleasure at anything. Well, we cooed and cajoled and had some long talks with her, and now she is expressing herself verbally as well as with what turned out to be a very pretty smile. Donna's problem, I think, goes back to the feeling she once expressed to me that she was just 'no good.' Donna is still in the lowest reading group, but I think that if she can keep up her new, more positive outlook, she will continue to show improvement.

The Teacher Aide Assignment as a Factor in Training Teachers and Guiding Career Choices

Two kinds of observations which appeared in the logs kept by the aides were especially encouraging to the project staff in terms of the possible long-range benefits which can result from assigning undergraduates to serve as teacher aides early in their preparation for the profession. First, in a number of cases the aides described experiences which suggest that this type of assignment can help them "ask the right questions" and gain sufficient feeling for real classroom problems so that they will derive greater benefit from professional courses all too frequently characterized as "meaningless" by students enrolled in schools of education and can be valuable in helping them see a relation between the abstract material they study on campus and the day-to-day problems actually encountered in the schools. Thus the comments along these lines ranged all the way from such brief, evaluative summaries as:

> 1. I worked hard at Switzer Elementary School and picked up valuable experience plus insights into an inner city community. EXCELLENT PRACTICAL APPLICATION OF THINGS LEARNED IN EDUCATION COURSES (original caps.).
>
> 2. The time spent in the classroom was undeniably enriching for me. Fortunately, my teacher shared many ideas, suggestions, and trade secrets that were to be of wide and beneficial use in the classroom when I

> teach. These things were original and creative, and I feel confident could not have been learned at the university.
>
> 3. I obtained an immeasurable wealth of learning and am sure it was one of the most valuable experiences I will ever have. I recommend that this class be made mandatory for people seeking certification and/or a teaching degree.
>
> 4. I feel that this is the only course I've taken in education in which I've actually been able to apply theory through actual participation in the classroom. So much more can be gained doing and seeing first hand than just by reading and theorizing.

Second, and most encouraging of all to the project staff, were the comments in which several of the aides looked back on their experience in the Switzer and West Schools and spontaneously indicated that serving as an aide had led them either to be more receptive than before concerning the possibility of teaching in the inner city or to seriously consider whether their plans to become teachers should be reassessed in the light of their greater acquaintance with the demands of the profession, or both. The former response is, of course, a very important one in view of the present shortage of highly competent teachers in the inner city schools, while the latter response is desirable because it might well lead to earlier withdrawal on the part of unsuitable candidates who do neither themselves nor the profession much good by receiving several years of training in the nation's teacher training institutions.

Some of the log observations illustrating these reactions were as follows:

> 1. Today I mixed paints, took out books, and went from student to student to help supervise their work. I have found myself becoming increasingly interested in these children, both because of the innocence of youth and of the way they are mistreated in life, to the point that I am ready to change my major to elementary education.
>
> 2. This whole project is beneficial to students like myself, who have never been in contact with a schoolroom before on a teacher level, let alone in a socially disadvantaged school. I would never have tried teaching in an area like this in my first year before,

but now I feel like I would be prepared to a certain extent to do it. Now I believe I would understand some of the problems, and I feel like I wouldn't become quite so discouraged.

3. This has been a different type of class program than I have ever had before. I had never really given too much thought to teach- in the inner city districts, but after this course I feel quite differently.

Being an assistant has made me see how much teachers are needed, and especially in this area. After working with these children, you know whether or not you want to continue in this line of education. I now feel very strongly about wanting to teach.

I have worked with children with the lowest I.Q.s and have learned that these children need so much extra help. The reward one gets is the inward feeling that you have helped some small child just a little.

4. This entire project has been somewhat of an inspiration. I was positive this was an area I didn't want to work in, and now I'm not so sure.

5. I have decided to be an elementary teacher in the primary grades, probably kindergarten and the first, second, and third grades, and maybe eventually an administrator. I have determined to do this because of my experience in this course. The children need help, especially those in circumstances like the Switzer students. I enjoyed working with the very young. They appreciate the teacher. These children *need* concerned teachers - ones who will show affection and still be permissive and maintain discipline *and educate* them.

Sources of Dissatisfaction Among the Aides

In reviewing their experience as teacher aides, several of the undergraduates were quite candid in expressing the feeling that they would have had a much more satisfactory semester and would have benefited more from their assignment if the teachers with whom they had worked had given them a greater variety of tasks and had allowed them to perform more responsible functions as the semester wore on. To some degree this problem was almost bound to arise, since the aides were enthusiastic beginners who wanted to learn what it is like to be a teacher and were anxious to try out ideas to which they were being exposed in the project and on the campus, yet were specifically prohibited according to project ground rules from taking on as much responsibility as would a student teacher with far more preparation. Attempts were made throughout the project, therefore, to encourage teachers to help their aides obtain the variety and depth of classroom experience which had been postulated in the original proposal. It was not feasible, on the other hand, to remove aides from the few classrooms in which there was reason to believe that teachers were not cooperating on this matter, since one of the major goals of the project was to provide each participating teacher with an assistant who could help in duplicating and preparing instructional materials. That there were several classrooms in which the problem was never satisfactorily resolved is shown in the following two quotations from the logs:

> 1. 'I have not added anything to this diary for a while because most of my time has been spent in doing odd, routine jobs and in observing . . This is a representative sample of what I wrote down all through the semester. Most of the time I played policeman, or graded spelling papers, book reports, or compositions. On a very few occasions (three) I did lead the class in a spelling test. Here is my main criticism, and here I feel I was cheated.'
>
> 2. This log is very incomplete. I wish it could be more complete, but there is a lack of real experiences that I can relate. I think I should make one point clear so that in future projects it can be corrected. I think that before an aide is sent into a situation, the situation should be checked to find out just what is happening, so that some disappointment would be avoided by an aide who finds that he is just a glorified office boy.

Careful reading of the logs revealed a feeling of near-bitterness which a few aides displayed toward teachers who were perceived either as being punitive, insensitive, and/or ineffective in working with disadvantaged youth or as having "given up" making a real effort to educate their students. Since we did not ask aides to identify themselves or their teachers in the logs, we have no way of knowing whether these complaintswere valid or were largely an unjustified but understandable product of an aide's enthusiasm and idealism - and even if we had known the identity of the parties involved we would have been extremely cautious in generalizing from an aide's comments concerning the competence or dedication of a given teacher. It must be admitted, on the other hand, that the aides who offered this type of complaint generally provided examples of classroom incidents to support examples of their allegations. Recognizing that most inner city schools have at least a few "defeated" teachers who have extremely negative opinions about the students whom they teach, the few aides who felt unhappy at being placed in what they perceived as a dysfunctional classroom situation as likely as not were accurately reflecting what was happening in the classroom in which they spent so much time. Basing our conclusion on these same logs, however, we felt that these aides were learning as much about good instructional practices in the inner city school as were most of their peers in other classrooms, in the former case because they were receiving an unforgettable lesson in what constitutes ineffective or even destructive teaching behavior in the low-income classroom.

Still another complaint voiced by a number of aides was that the five-hour Saturday sessions sometimes were boring and repetitious. It is not difficult to account for this reaction. For one thing, many of the formal presentations by the project staff and the guest speakers were intended to help the teachers understand that disadvantaged pupils can do better in school if instructional materials and practices are more appropriate than has been true in the past and that it is important to deal explicitly with human relationships in the classroom, particularly when working with minority-group students who often have poor self-concepts. When it became apparent that several teachers could not bring themselves to believe (or act) on the idea that disadvantaged pupils can learn and that it is part of the teacher's responsibility to deal directly with "uncomfortable" concepts such as race and social class which affect a pupil's self-concept and, consequently, his rate of learning, staff members redoubled their efforts to clarify their reasoning and to present additional evidence. Since almost all the aides appeared to have accepted these conclusions very quickly, they saw little reason to go into these matters in time-consuming depth. (As indicated elsewhere in this report, many of the teachers - probably a clear majority - were placed in a similar position).

Second, much of the large group discussion during the Saturday sessions, particularly during the second semester, were concerned primarily with matters internal to the school and the place of the project within the school (e.g. should a committee be formed to supervise the use of the equipment at the cessation of the project?; should non-project teachers be allowed or even encouraged to use the equipment?; is a committee needed to work with the administration on ordering materials for the two schools in general and the equipment in particular?) and to the mechanical arrangements for implementing the project (e.g. which room should the equipment be placed in?; should every teacher have a key to this room?). When these and similar questions were discussed at length, some of the aides tended to become visibly restless and distracted.

The Aide Questionnaire

At the conclusion of their semester's service, aides who attended the final Saturday session were asked to respond to a brief questionnaire. Nineteen aides responded at the conclusion of the spring semester and twenty-three responded at the conclusion of the fall semester. As part of the questionnaire, the aides were asked to designate the most valuable and the least valuable of the classroom assignments in which they had engaged. The questions were open-ended, and the aides could designate more than one activity under each question if they wished to do so. The activities which five or more aides deemed to be most valuable to themselves as future teachers and the number of citations of each activity were as follows:

27 - Tutoring individual students and groups of students
24 - Presenting material to and directing activities of the whole class.

8 - Making and using teaching aids.
7 - Observing in the classroom
6 - Helping conduct field trips
6 - Working on tasks which provided a general chance to "get to know" students.
5 - Assisting in testing.
5 - Assisting on the playground.

The only types of activities cited by more than three aides as being least valuable to themselves as future teachers were those involving the performance of clerical duties or the running of errands. Twenty-four aides designated such activities as least valuable when asked this question.

It is apparent that from the viewpoint of undergraduates'perceptions concerning their professional growth while serving as a teachers' aide, activities which involve direct participation in assisting the teacher as she works with students are highly preferred over activities that are more passive and involve little direct contact with students in or outside the classroom.

The aides were also asked to designate the assignments which they felt had proved most beneficial to the students in the classrooms in which they had worked. In response, eighteen aides cited tutoring or other activities in which they helped give individualized attention to the students, thirteen cited the assistance they had rendered teachers in helping to implement specific instructional suggestions explored as part of the project (e.g. identification stories, role-playing and sociodrama), and seven felt that their assistance in conducting field trips had proved very beneficial to students. It is interesting to note that the teachers also saw the aides' assistance in tutoring-type activities as being the most valuable of the aides' contributions in helping students at West and Switzer.

Although the question was unfortunately omitted from the spring questionnaire, aides who served during the fall semester were asked at the conclusion of the term whether they would enroll again if the project were just beginning. Eighteen replied that they would, although two added that this response was dictated primarily by the fact that they had received a stipend for participating. Five responded that they would not want to participate if given a chance to reconsider their original decision. Of these five, one apparently misunderstood the question, one felt that she had let herself become too "involved" in serving as an aide and thereby lost time needed for personal affairs, one felt that the Saturday sessions had been too unproductive, one felt that his classroom activities had turned out to be intolerably trivial, and one was very distressed because the teacher with whom she had worked had been reluctant to try any new approach in the classroom.

Kinds of Activities Engaged in by the Teacher Aides

In quoting log observations which illustrated the types of understandings and skills the undergraduates seemed to be acquiring while serving as teacher aides, we have already called attention to the ways in which the aides could and did provide assistance to the teachers to whom they were assigned. To furnish a complete list of all they did, would be pointless, since various aides did everything from calling roll to preparing instructional materials which they introduced to supplement major classroom lessons. To communicate the "flavor" of the aides' efforts in assisting teachers at West and Switzer, however, the following partial list of activities engaged in by one or more of the aides was drawn more or less randomly from the logs:

1. Tutoring individuals and small groups.
2. Constructing flash cards and drilling students in their content.
3. Communicating arithmetic concepts with blocks and rods.
4. Gathering multi-ethnic illustrations from magazines and newspapers for use in class.
5. Preparing stencils.
6. Running off materials on the duplicating equipment.
7. Organizing and maintaining a file of reference materials and master copies for duplication.
8. Preparing bulletin boards and other displays.
9. Supervising students on field trips.
10. Maintaining attendance and other records.

11. Grading papers and recording grades.
12. Supervising students in the halls and on the playground.
13. Previewing films and other instructional materials.
14. Operating audiovisual equipment.
15. Helping maintain communications with parents.
16. Escorting individual students to various locations.
17. Planning and conducting role-playing sessions.
18. Constructing puppets and other instructional aids.
19. Collecting materials from church groups and other organizations in their own communities.
20. Making seasonal gifts for students.
21. Planning and helping to prepare for assemblies and parties.
22. Helping individual students understand values of cleanliness and personal health.
23. Making arrangements for medical services for needy students.
24. Helping to administer examinations.
25. Preparing and administering short quizzes.
26. Checking out and encouraging the use of library books.
27. Reading stories and other materials to entire class.
28. Sorting and cataloguing Title I materials.
29. Combing hair and washing faces (!)
30. Collecting milk and lunch money.
31. Helping to lead physical exercises.
32. Helping children learn to tell time and manage personal affairs.
33. Providing a "sounding post" for upset youngsters.
34. Maintaining order in multi-class meetings.
35. Putting together instructional games and exercises.
36. Evaluating students oral reading and listening skills to check teacher evaluations.
37. Mixing innumerable jars of paint.

When itemized out of the context of an actual classroom, these activities tend to sound lifeless and pedestrian. In order to provide a richer feeling for what the aides were doing and what they were learning, therefore, several logs are quoted at some length on the following pages:

Aide A: The most enjoyable and time-consuming task for me was my endeavor to make bingo cards using words the children often mispronounced or just did not know. I took the words from flash cards that they had worked with and chose others from spelling lists put out by the board of education.

I made these cards out of heavy paper and used colorful markers for the words. When I was finished writing the words, I laminated them in the equipment office. The children were very enthused about the prospect of using them.

On the last day I was in class Miss ______ asked if I would like to make up a lesson for the boys. I decided that I would try to get them to verbalize and make up a story centering around one of their classmates. As the subject, I chose Joe -- (the leader in the class and also the boy with the most belligerent attitude and the only one who would not participate in most activities). Joe was the 'secret agent', and I instructed the other boys to make up a section of the story with Joe ending it and getting himself out of the hot water the others had gotten him into.

To add a little novel stimulus, I had them record the spontaneous story into a tape recorder. The results were tremendous and gratifying. Every boy in the room participated, with Joe taking charge.

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Aide B: I helped the children with their classwork in several different ways. Several times I took the slowest reading group out into the hall and worked with them in areas where they had been having trouble. Often, they would come to me individually for help with their work. They listened carefully to everything I had to say, and tried to do well on their assignments so that I would be proud of them. Many times different ones would promise me that they would do well on an assignment - and when they kept their promise and were awarded with a hug, they would beam from ear to ear. . . . They didn't seem to care how I reacted to their choice of words. Seeing this I made it a special point just to listen to them everyday -- and I feel this was one of my most important contributions to the class. . . . I think they did improve and that this was partly because my presence helped make them feel that they had a reason to do well. Most of their parents seemingly put very little real value on academic achievement. If I asked these children, however, to study something for me, they had a reason - and they tried. I was especially pleased when one little boy who I had been trying to reach and with whom I didn't think I was making any progress, ran over to show me his perfect spelling paper, which was all but a miracle for this child, judging from his previous performance. He wanted a hug, he received it, and he was extremely happy for the rest of the day - but no more so than I!

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Aide C: One of the things that helped me to break through was to talk their language. The second week Mr. _____ had to leave me alone with the class for a few moments. I guess they thought they would test me to see what would happen by getting noisy and by getting up and running around. All of a sudden I blurted out, "Tommy cool your heels and the rest of you cool it. I won't take this drag off any of you." They laughed and poked each other: "listen to him, cool man," etc. I began moving about the class and started helping them with their spelling. I began to feel I was really making some progress and I think Mr. _____ did too. They began to ask me many questions about what my school was like, whether college was hard, and whether I was going to teach and where. Several even said "I wish we could have you for a teacher," which made me feel good.

I think any subject they can be interested in can be of value in developing their vocabulary and other language skills, even if the subject is not formally part of the curriculum. I do some spelunking and Mr. _____ asked me on the spur of the moment if I would talk a little about caving. I explained how caves were formed, what is found in them and what my experiences in caves had been like. Mr. _____ and I were both very pleasingly surprised. He commented that he had never seen such interest and quiet attention from this bunch the entire year. So, this eventually spread to the other two rooms. Right away the question arose "could we make a trip to a cave?" I was all for it and tried to get some teachers to sponsor it. A couple would be darned if they would take their free time and others, I believe, were just a bit leary of going into caves. Anyway, I met a blank wall and it appeared the trip was dead. Well, the students went to work and got out on their own and talked some teachers into going. We collected $2.00 each, , chartered a bus, took lunches and spent a day in the woods caving and swimming. If I ever spent a worthwhile day, and ever got an inner feeling of doing something good, I can't think of anything more than this.

I really feel I got inside some of them and made some contribution to them and without doubt I know they got inside me and made contributions to me.

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Aide D: At times I ran the film projector which freed Mrs. ____ to do the many things necessary to complement her classroom preparations. I took children to the library and on many occasions I tutored slow learners in arithmetic skills in the vacant industrial arts room or the teachers' lounge. I also thermofaxed an entire programmed First Aid Unit which required 136 transparencies and about three hours' time. I wrote a 3-act play "Beauty is Only Skin Deep" which was presented for the entire elementary school by my group of slow readers (children who were 2-4 years behind 6th grade level). I wrote an identification story for this same group in their own vernacular. The kids loved it - a big reason was that each time we read it I asked the children to change their voices to assume the characters of an old man, a young girl, a frightened boy and a host of other sound effects and voice inflections.

Another fabulous success was the Dwarf Poetry exercise. On the spur of the moment we decided to try it and the kids went wild (creatively). We tape recorded the best ones and the kids were very proud of themselves. Children who had never raised their hands in reading class were simply ecstatic over their own little dwarf poems. They kept at it on their own for weeks. We followed up the dwarf poems with simple stories based on the "Rules for Dwarf Poems" but expanded these to meet the needs of a short story. To create interest, we centered leading questions around pictures cut from Life magazine. The stories reflected a wide range of critical thinking on the part of the children.

One time I brought about 10 boxes of 35 mm slides that I had taken during my three years of naval duty in the far East. This correlated with the unit on Asia in the social studies book. The kids seemed to like them as much as I enjoyed showing them.

The puppet show which we put on for the kids was a howling success. I wrote the script around "The Three Wasted Wishes." Mrs. _____, Mr. _____, and Mrs. _______ plus their student aides and myself made sack puppets and scenery and put on the show. The children were anxious to write their own scripts and make their own puppets.

I had chances throughout the year to present entire units to both the 5th grade and 4th grade reading groups and was moderately successful. I had to slip down to various language levels, i.e., argot, Negro jargon, Mexican or "cool vernacular" to get some of the complex concepts across. I'm thankful I could reach the children -- in any manner.

Due to my status with the children (that of an adult friend rather than adult authority figure) I felt able to gain their confidence and hash out their problems with them. This valuable feedback led to important changes in the classroom. For instance, the slow readers coming from Mr. ______'s room for the split level reading sections hated reading in general. We sat down one day in small groups, each with a spokesman (I was leader for a group of six especially malcontent boys). We solved the problems of why they hated reading.

- -

Conclusions and Recommendations Concerning the Teacher Aide Semester

Based on the opinions and reactions expressed in the logs, on conversations and discussions with the aides, on observations of the aides' behavior in the classrooms of West and Switzer and in the Saturday sessions, on the aides' responses to the questionnaire, and on a variety of other kinds of analytic as well as impressionistic considerations, we believe that future teachers at the undergraduate level should have an opportunity to serve a substantial block of time as a teacher's aide in an inner city school. Fully convinced that such an experience will contribute much to improving the professional preparation of the large majority of future teachers and also to the improvement of instruction in inner city schools, we believe that schools of education which want their graduates to be practically as well as theoretically prepared to teach in our contemporary industrial society should consider building a mandatory teacher aide assignment into the early stages of the professional preparation sequences.

In line with the materials and information reported in the preceding parts of this chapter, we recommend that in conducting teacher aide programs such as that which was part of the project described in this report:

> 1. Teachers be carefully screened and evaluated concerning their willingness to allow an undergraduate aide to assume progressively greater responsibility and initiative as the latter becomes familiar with school and classroom routine.
>
> 2. Attempts be made during training sessions to differentiate instruction for the teachers and their aides. This does not mean that both groups should not meet together for a substantial portion of each session, but rather that the project staff should be more cognizant than we were concerning the possibility that much of the instruction provided for the teachers may not need to be or should not be provided for the aides.

Based on our explorations of alternative ways to structure the aide experience, we recommend that:

> 1. Aides should serve three-hour blocks of time whenever possible. Smaller blocks of time, as indicated by our experience at Switzer and West, make it difficult for many teachers to pre-plan meaningful assignments for the aides and often require aides to fragment their services rather than working intensively to observe or help conduct an activity from start to finish.
>
> 2. Arrangements should be made so that aides can change assignments from one teacher to another during the middle of the semester, provided both teachers and aides have agreed before the semester begins that such rotation is desirable.
>
> 3. Administrators of an aide program should make an attempt to place undergraduates grade level or in a subject matter field which conforms with the expressed preferences of the aides, but elaborate measures need not be taken to guarantee such placement placement. In the present project future teachers who served as aides in classrooms

far removed from their own level or field of specialization apparently benefited as much from their assignment as did those who served with teachers at the same grade level or in the same subject area as that in which the aides intend some day to teach.

REFERENCES

[1] It should be kept in mind that this aide has not yet taken courses in educational methodology. Based on his experience as an aide and his concurrent coursework in educational philosophy and educational psychology, this student had synthesized in practice much of what he normally would have to accept on blind faith in his senior education courses.

[2] Kenneth Clark, Dark Ghetto (New York: Harper and Row, 1965).

CHAPTER III

Evaluation

The preceding two chapters reported some of our conclusions concerning whether the Westside Workshop had been successful in attaining the goals that had been set for it. These conclusions were based primarily on anecdotal records and personal reactions provided by the teachers and the aides, on our own perceptions derived from observations and conversations during the workshop, and on other relatively subjective and informal evaluation techniques. In accordance with our original intentions in planning the project, efforts were made to use quantitative methods to evaluate several aspects of the project more systematically. For a variety of reasons which are cited below, however, these efforts did not allow us to reach definitive conclusions.

One of the more direct goals of the workshop was to determine whether an early introduction to an inner city school, such as was provided by the assignment as an aide in the present project, would make future teachers more willing to consider a teaching career in such a school. This possibility could have been easily tested had we been able to choose the aides at random from among all undergraduates enrolled in the teacher training program at the University of Missouri at Kansas City. It was not possible to do so, however, primarily because the aide assignment required an undergraduate to spend more time in a public school classroom than he would be required to spend in regular classwork in the 330B practicum. Although the aides spent less time in completing out of class assignments than did their peers in the regular course, thus tending to equalize the overall load carried by the two groups, it was not possible to compel some undergraduates, but not others, to take on a heavier school-day load in order to participate. As a result, the aides in the Westside Workshop were obtained by calling for volunteers willing to participate in the project.

Given the fact that the aides constituted a self-selected group, it would accomplish little to compare their perceptions of disadvantaged students and inner city schools with those of other undergraduates who had not volunteered to serve as aides to teachers in such schools. It is well known that individuals who volunteer to take on an unusually difficult or challenging assignment tend to be psychologically better qualified and more cognizant of the underlying problems which define the challenge than are others who are disinclined to accept it. Thus educators at an Eastern University, for example, found that inasmuch as student teaching assignments in special (i.e. difficult) schools call for "flexibility, for freedom from prejudicial and authoritarian process, for positive perception of the disadvantaged and lower class groups, for readiness to react in self reliant and confident terms, the selective process appeared to urge just such students to volunteer as are measurably higher in these characteristics."[1]

Rather than comparing volunteers with non-volunteers, therefore, we hoped to attract sufficient numbers of volunteers to give us approximately twice as many as were needed to serve as aides in the present project, and then to compare the reactions of undergraduates who had volunteered and had an opportunity to serve as an aide with the reactions of others who had volunteered but had enrolled in regular 330B sections due to lack of openings in the workshop. Unfortunately, however, we were barely able to obtain enough volunteers to provide each participating teacher with an aide, forcing us to abandon our plans for ascertaining whether service as an aide would make future teachers more receptive to the possibility of undertaking a career in the inner city. As noted in an earlier chapter, several aides did indicate either verbally or in their logs that the experience had helped them acquire confidence in their ability to teach disadvantaged youth and had made them more willing to consider a teaching career in the inner city, but we cannot conclude that they might not have reached the same conclusions had they been enrolled in the regular sections of Education 330B.

A second central goal of the workshop was to help teachers utilize instructional materials and devise curricular experiences which would help maintain positive intergroup relationships among students in the major racial and ethnic groups (i.e. Mexican American, Anglo American, Negro American) represented in the pupil population at Switzer Elementary School and West Junior High School. To do this, classroom situations with regard to intergroup relationships would have to be portrayed with measures which are both relatively easy to obtain and relatively simple to interpret. Our intention was to use what is probably the most direct and most reliable type of measure for evaluating intergroup relations among students, namely the standard sociogram. We planned, therefore, to have the teachers who participated in the workshop administer sociograms in their classes at the beginning and again at the completion of the project, in order to determine whether racial and ethnic barriers among students had been reduced during the course of the workshop. If, for example, there were fewer interactions and friendship choices across social and ethnic groups at the beginning of the project than at the end, it might have been possible to conclude - at least tentatively - that progress had been made in working to attain the intergroup relations objectives which were among the goals of the Westside Workshop.

When the sociograms were administered early in the spring of 1966, however, it was clear that racial and ethnic differences apparently had little effect on the classroom interactions and choices among students of the teachers who participated in the project. Of the 2,660 students in these classes, 18% were Negro American, 37% Mexican American, and 45% were Anglo American. When students in these classes were asked to designate the classmates with whom they would most like to work, Negro American students received 17% of the first-choice nominations, while Mexican American and Anglo American students received, respectively, 42% and 41% of these choices. The corresponding figures obtained when students were asked to designate the classmates with whom they would like to be friends were 17%, 41%, and 42%, respectively. Except for a slight tendency for Mexican American students in a few classrooms to nominate other Mexican Americans as first choices, moreover, there was no discernible tendency for students to direct these choices within their own racial or ethnic group. (This small tendency toward in-group choice within the Mexican-American group accounts for the fact that the percentage of Mexican American Students who received nominations was slightly greater and the percentages of Negro American and Anglo American nominations were slightly lower than would be expected if these percentages corresponded exactly with the representation of each of the three groups within the total population of students in the tested classes.) Since racial or ethnic barriers did not appear to be restricting students' choices of friends or workmates at any grade level, there was no point in readministering a sociogram to measure the reduction of such barriers. It is possible, of course, that the choices students indicated on the original sociogram did not reflect their actual behavior, but to observe the day-to-day behavior of the students with a view to measuring the possible existence of racial or ethnic factors operating to limit the interactions among students at Switzer and West would have required many weeks of work by a large team of researchers and research assistants.

A third and, ultimately, the most important goal of the workshop was to help the participating teachers at the two schools learn to make use of the duplicating equipment, undergraduate assistance, and other services provided in the workshop in ways which would lead to improved academic performance on the part of their pupils. Possible effects on achievement proved considerably more difficult to attempt to assess, however, than was anticipated prior to the time the project was actually undertaken. It was exactly during the middle of the workshop, for one thing, that supplementary educational resources under Title I of the Elementary and Secondary Education Act of 1965 began to be made available at Switzer, West, and other inner core schools in the Kansas City School District. When the workshop resumed after adjourning during the summer of 1966, that is to say, teachers at the two schools had access to many new instructional materials and resources, received daily help in the classroom from adult aides, received consultative as well as substantive help from specialists in reading, art, and other subjects, and generally were given many forms of instructional support which had not previously been available to them. This in itself made it very unlikely that possible effects of the Westside Workshop on the behavior and achievement of pupils could be separated from the effects of the larger and more comprehensive compensatory education program being carried out with Title I funds.

Second, we found that possible achievement changes in the lower- and upper-level classrooms of the teachers who participated in the workshop were not susceptible to assessment in any meaningful way. In the case of the primary grades, policy decisions within the school district limited the amount of ability test information which could be collected and made available on students, in line with the increasingly-recognized tendency for such information to be used almost inevitably in ways which stereotype disadvantaged pupils and work against their best interests in the long run. The extreme reading retardation of pupils in the primary grades, moreover, meant that there would be little value in using verbal tests to attempt to measure improvements in basic conceptual skills. In the case of the junior high school grades, it was found that nearly all the teachers of academic subjects who participated in the workshop also participated for at least one semester in a project to use team teaching arrangements to improve instruction in seventh grade Common Learnings course (Kansas City's core program in language arts and social studies). This team teaching project,which ran concurrently with the workshop, included such important changes as the extensive remodeling of a classroom for large group instruction, cooperative use of teacher aides provided with Title I funds, released time for one teacher to serve as team leader and coordinator, and special strategies making systematic use of game and competitive techniques to improve motivation. Given the comprehensiveness of this team teaching project and the initial enthusiasm connected with it, any academic gains which might have occurred among the junior high pupils could not legitimately have been attributed to the workshop.

As concerns the intermediate grades, where special assessment problems such as existed in the lower and upper grades were not quite so obvious, we obtained some coarse data respecting the possible effects of the workshop on achievement. This was done by comparing reading stanine scores in third, fourth, fifth, and sixth grade classrooms of teachers who were in the project with achievement scores in classrooms of comparable grade and ability level of teachers who had not been able to enroll in the workshop. When stanine scores obtained late in the spring of 1967 (near the time when the workshop ended) on the reading section of the Iowa Test of Basic Skills were compared with reading stanine scores which third, fifth, and sixth grade pupils had achieved in the fall of 1966 and which fourth grade students had achieved in the spring of 1966, the results were as follows:

Reading Scores Among Pupils in Four Pairs of Intermediate Grade Classes Initially Matched on Mean I.Q.

	N	Mean I.Q.	S.D.	Mean Reading Stanine, First Testing	Mean Reading Stanine, Spring 1967 Testing	Mean Stanine Placement Change
Third Grade						
Pupils of Workshop teacher	22	93	14.8	2.7	3.2	.5
Pupils of non-workshop teacher	19	92.5	14.0	2.3	2.8	.5
Fourth Grade						
Pupils of Workshop teacher	24	94	15.2	3.5	3.8	.3
Pupils of non-workshop teacher	28	92	10.5	3.2	3.7	.5
Fifth Grade						
Pupils of Workshop teacher	33	91	12.5	3.9	4.1	.2
Pupils of non-workshop teacher	31	93.5	8.4	3.7	4.3	.6
Sixth Grade						
Pupils of Workshop teacher	23	90	8.7	3.0	3.2	.2
Pupils of non-workshop teacher	27	93	10.1	3.5	3.3	-.2

Several points are immediately apparent in looking at this data. First, the classes of the workshop teachers were not significantly different as originally tested for ability level than were the classes of the non-workshop teachers. Second, mean stanine scores increased between the first and second testing; this may possibly reflect either a rise in achievement associated with the Title I program or the use in the spring of a version of the ITBS which puts low-income students at less of a disadvantage than did the version used for the first testing. Third, the mean gain among pupils of the workshop teachers was no greater than among pupils of the non-workshop teachers - if anything, in fact, it was less.

Due to a variety of additional considerations which make even this data largely inadequate, however, we were unable to arrive at valid conclusions concerning this attempt to assess possible achievement effects in the intermediate grades. First, the composition of the classes varied - sometimes markedly so - from one of the three testing periods (e.g. ability test, first reading test, spring, 1967 reading test) to another.[2] Second, two of the four workshop teachers whose classes are reported on above were veterans who had served a number of years at Switzer and who constantly reported during the latter half of the workshop that their classes had turned out to include a far greater incidence of pupils with serious emotional and disciplinary problems than had any classes which they had previously taught. Third, an appreciable number of pupils were reassigned from one class to another during the course of the semester (as is common in many elementary schools), so that in some cases pupils tested in the spring 1967 in the class of a workshop teacher had spent much of the semester in a class taught by a non-workshop teacher, and vice versa. Fourth, the stanine measure of achievement is at best an imprecise tool for comparing change in achievement over time. For all these reasons, therefore, we found ourselves no better able to assess achievement change in the intermediate grades than we had been able to do in the lower grades or the junior high grades.

After all is said and done, then, we had to fall back on subjective judgments in reaching conclusions about the effects of the workshop on student achievement. Our observations of and discussions with the teachers and aides who participated in the workshop gave us no real reason to believe that the workshop could be judged successful in its goal of improving achievement at Switzer and West. It is true that a number of participants expressed the opinion that the workshop had given them ideas and resources which they felt were effective in their classrooms, but we have no objective evidence to show that this was indeed the case. It is also true that the teachers who reported gains in interest and motivation among their students convinced us that the workshop had indeed been worthwhile in helping some of the participants do a better job of teaching, but here again we have no objective evidence to support this conclusion or to indicate that possible gains in interest were translated into improvement in achievement as measured on written tests. Finally, we recognize that training programs which deal with teachers' attitudes, skills, and understandings often may have a "delayed" effect in terms of their influence on pupil behavior and achievement, and we should like to conclude that such was the case in connection with the Westside Workshop, but such a conclusion would be highly speculative. We are acutely aware of the many deficiencies in our training program and the many problems we encountered in carrying it out (described elsewhere in this report), an awareness which leads us to conclude that we made only a beginning in the project - though an important and worthwhile beginning - and that much more needs to be done if the goal of bringing achievement in the inner city school up to an acceptable level of performance is to be achieved. The recommendations we offer elsewhere in this report reflect these latter conclusions.

In addition to the attempts referred to above to assess intergroup relations and achievement changes among pupils of participating teachers at Switzer and West, we also administered several other instruments on a pilot basis to one or more classes. Among these were the Student-Teacher Inventory developed by Dr. William Jessee, Dr. William Lewis, and Dr. John Lovell for assessing classroom atmosphere and pupil-teacher relationships and the JIM Scale developed by Dr. Jack Frymier for assessing the motivation of junior high school students. The results, however, did not turn out to be useful in evaluating the Westside W orkshop, partly because students had great difficulty in responding to these instruments even after we had modified a number of items in accordance with the very inadequate reading and conceptual performance of a large percentage of the students in the two schools. The future utility of these instruments in working with disadvantaged populations should not be discounted, however, particularly in view of the fact that the mean scores on the JIM scale were very well in line with what would be predicted for an extremely low-income population given the normative data which Dr. Frymier has published for other populations.

To summarize, we had hoped to collect a variety of objective data which would help us determine whether the Westside Workshop had been successful in achieving its goals, but as events turned out none of these efforts or plans yielded information which would enable us to assess with any degree of confidence the extent to which the goals had been attained. Thus our feeling that the workshop was a worthwhile undertaking which, though not an unqualified success, did result in some progress toward the attainment of its original goals, is based entirely on impressionistic kinds of evidence described in other chapters of this report.

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REFERENCES

[1] George Langberg and Philip I. Freedman, "Self-Selection of Student Teachers," reprinted in Harry L. Miller (ed.), Education for the Disadvantaged (New York: The Free Press, 1967), p. 202.

[2] We obtained the reading stanine means from computed printouts which did not identify individual students. In order to obtain data on just the pupils originally matched for I.Q., this report would have had to be delayed an additional three or four months.

CHAPTER IV

Examples of Duplicated Materials in Lessons Prepared by Participants in the Westside Workshop

To illustrate the boundless variety of ways in which inner city teachers can use duplicated materials in making instruction interesting and appropriate for their students, this chapter describes and presents examples of lessons or parts of lessons in which teachers at Switzer Elementary School and West Junior High School duplicated materials or used other instructional techniques suggested in the workshop either as primary instructional resources or as important supplementary means to improve motivation and provide experiences appropriate to the readiness level and interests of the students in their classes.

Teachers in the Westside Workshop were encouraged and helped to obtain and make maximum use of many types of consumable or expendable materials in their classes, provided only that these materials seemed to a given teacher to be potentially more effective than other materials previously in use. The consumable materials thus introduced or utilized in greater-than-normal quantity included magazines, pamphlets, paperback readers and paperback lesson-anthologies of many different kinds, workbooks and worksheets, commercial mimeo and ditto masters, and many other types of previously-prepared consumable materials available through non-commercial as well as commercial sources. Given, however, the availability of photocopy and transparency-making equipment, primary typewriters, and supplementary office supplies placed in the two schools as part of the project, not to mention the skilled as well as clerical-type assistance of the future teachers, the major thrust in focusing on consumable materials was to prepare fact sheets, resource units, assignments, and other materials which could be duplicated and made available to all or some of the students in any given classroom. The examples included in this chapter have been chosen to illustrate how teachers utilized the duplicating equipment to prepare and conduct lessons which they felt would be more appropriate in overcoming the learning problems of disadvantaged students than are the largely standardized and teacher-centered methods and materials on which they would otherwise have had to depend. They are drawn from all grade levels, from kindergarten through grade nine, and from lessons dealing with many different subject areas.

Over the course of a year's time, the participants in the workshop developed and experimented with a multitude of possibilities for making imaginative use of duplicated materials - far more than could be described in this chapter. We hope that the examples included in the chapter will be valuable to teachers in other schools in suggesting how to use duplicated materials and other instructional techniques to improve instruction in the inner city classroom. Each example is introduced with a brief explanatory note prepared either by the project staff or by the teacher who prepared and utilized the material. The creative way in which the workshop participants went about preparing and utilizing these materials provides convincing evidence that given help and support in breaking loose from the restrictions imposed by traditional school programs and by shortages of resources, the great majority of teachers have substantial unrealized capacity for providing productive educational environments in which disadvantaged students can attain higher educational standards in the inner city school.

Primary Grades - Reading

As a way to way to achieve and maintain a high level of interest among students in her first grade class, one teacher wrote an "image jingle" about each child in her class. She duplicated these jingles on small sheets of paper, illustrated them, and placed entire sets into booklets which each child was allowed to keep and which became the basis for subsequent lessons. Several examples of these image jingles are shown below the following explanation which was provided by the teacher.

- -

IMAGE JINGLES

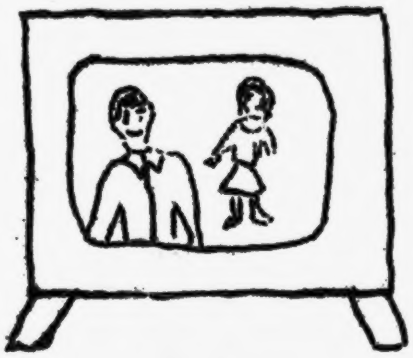
WHAT? They are little four-line jingles which rhyme. They tell something true or partly true about a particular child or person

HOW? At the primary level, these must be teacher-made. Use as a basic vocabulary the words which must be taught or developed in the adopted primer text. Use other words outside this primer list when necessary.

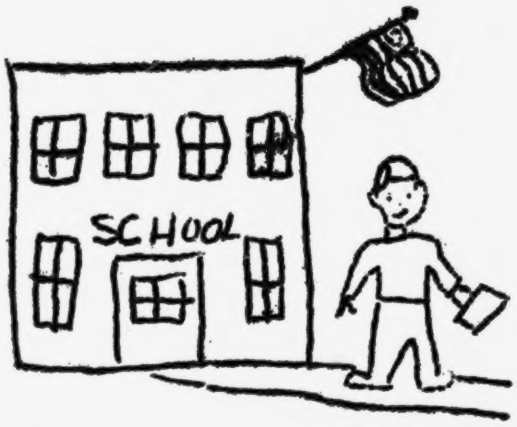
WHY? The children like to read about their friends and they love to read about themselves. They are highly motivated to even read above grade level when personal satisfaction is involved.

WHAT NEXT? The children like these image jingles so much they keep asking for more. They keep up excellent attendance just so they won't "miss out" on a page involving themselves or a friend.

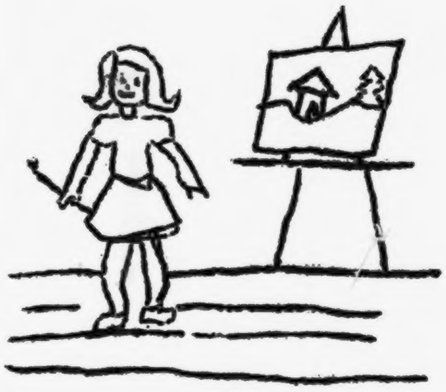
WHAT SUBJECT? Try to think of something positive to say about each child. (This is very difficult for a few characters!!!) Enlarge on the truth, if it makes the child sound good. Keep the subject "light" and perhaps slightly humorous, Get to know the children's hobbies, interest, pets, habits, likes, and dislikes. Don't shut off your private "hot-line" with the children by demanding absolute silence. Keep your ears open and they will give you charming ideas for subject matter.



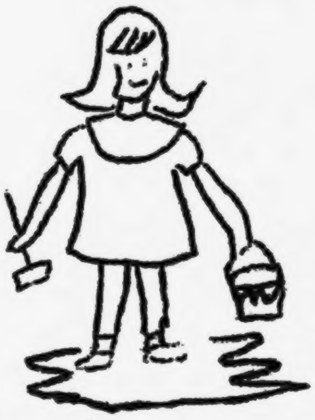
Come, come,
Look and see
Our friend Georgia
on Tony's TV!



Earl is an early bird,
Never is he late.
Every day he comes to school.
His attendance is just great!



Cheerful Robin,
Does her part.
She likes Music,
Gym and Art!



Teresa's manners
Always show
She's a lady,
We all know!

Teacher: Mrs. C. Duncan

Primary Grades - Reading

Since the children in my first grade room are in the reading readiness stage, it is necessary that the lessons I use involve no actual reading. Since beginning sounds are very important in the process of learning to read, I am using the following story to demonstrate how overly difficult material can be scaled down in length and the characters' names changed to those to children in our own group. The story was rewritten so that it takes place in our own community. The attention span of my class at this stage in their development is less than 15 minutes. For this reason, I attempted to incorporate poetry, self-expression and dramatic play into this lesson, the basic goal of which was to stress the beginning sound "c" as used in "cake." We used one duplicated work sheet (prepared on the Hectofax machine) to help teach the lesson, and another which included exercises to reinforce the sound that was taught.

- -

STORY LESSON

Cecil Mallot and Michelle Padilla have fun when they play together. The grocery store was close by their apartment house and they liked to go with Michelle's mother to do her shopping. Look at the picture you have in front of you. The title of the page is At the Store. Let's talk about the things that Cecil and Michelle could see in the store. (We had a discussion of the items pictured) Michelle's mother gave each of the children a dime to spend one day. They took their dimes and walked down Summit, to Mrs. Rudy's store. They stopped to wait for the light before crossing the street. When they got to the store they said hello to Mrs. Rudy and began looking for what they wanted to buy. After they looked around awhile they each bought a candy cane. Then they paid for their candy, said goodbye to Mrs. Rudy and walked slowly home. They ate the candy canes on the way home. They saw Leonard Woodrome playing in his front yard. They stopped for a minute to talk to him. They told him about the Candy Canes that they found at the store. They walked on. When they came to the corner they stopped and waited for the light to turn green and they crossed the street after looking both ways to be sure that there were no cars. When they got home they ran into the apartment to show their Moms what they had bought with the dime that she had given them. They said, "Thank you, Mama." "We sure had fun going to the store. Hope we can go again tomorrow."

Look at the picture of the store and find a picture of the candy canes that Michelle and Cecil bought. Candy and cane both start with the same sound. Listen while I say some more words that start with that same sound. Are you ready? Come, could, call, care.

We can find some other things in the picture of the store that sound the same as candy and cane. Raise your hand when you have found one. (Carrots, cabbage, corn, cauliflower, catsup, cans, calendar, cookies, coat, cap, counter, carton) all these are pictured.

Now find the first row of small pictures. Let's name the pictures in the first row. Ready? Comb, pig, cup, coat. Choose any crayon you want and draw a line under the pictures whose names begin with the same sound as candy and cane.

Now find the bottom row of pictures. Let's name these pictures. Ready? Candle, caterpillar, goat, cake. Now draw a line under the picture with the same sound as candy and cane. I will walk around the tables to see how you are marking them. You may color the pictures as you like. Here is a poem about a store that I think you will like. Listen and see if you think you feel like the little boy in the poem.

> Some day I'm going to have a store
> With a tinkly bell over the door
> With real glass cases and counters wide
> And drawers just full of things inside
> I'll put things in the window and dust each shelf
> And take in all the money by myself
> It will be my store and I will say
> What can I do for you to-day?

Would you like to have a store someday? I am sure that some of you probably will. I hope that lots of boys and girls like Cecil and Michelle will come to your store and buy lots of candy and gum.

Since this story was about Cecil and Michelle let's see if they can show us just how they acted on their way to the store. Who would like to be the man at the store. All right Ronald -- what will you do when Cecil and Michelle come in? Now let's act out the story. Do you remember what the children bought? Let's think about when each thing happened. What happened first (Mother gave them the dime) that's right. Next (they started for the store but had to wait for the light) What happened next? (They went into the store and spoke to Mr. Vega. Then?"That's right" they looked for something to buy. Next? Yes, they paid for the candy, said good bye and started home. Who did they see? Yes they saw Leonard and talked to him. Next? That's right they waited to see if any cars were coming and when the light turned green they went on home. After they got home what did they do? Yes, they told Mom"Thanks and Hope we can go tomorrow." I believe you know the story well enough to play it. Leonard may be himself and talk to Michelle and Cecil when they come by. You did that nicely Michelle, Cecil, Ronald and Leonard.

Now let's have two more children go to the store and buy something from Ronald. What you buy this time can not be candy canes, it must be something that you find there that starts with the same sound as candy and cane. Since we dont have real things you can choose from the pictures of things you see on the table. Cynthia and Jerry may be our next shoppers.

That was real nice. You are good shoppers. Now let's listen to the poem about the store again. This time when I read it you fill in the missing words when I shop. I think you will remember it well enough to do that. The words will rhyme with another word that I have read too and that will give you a clue. Tomorrow we can probably say the poem altogether.

Isn't it fun to have a lesson about our own friends? We'll try to have a story about each one of you real soon.

I'm going to give you a paper to color. It is a picture of a great big cake. On the cake are lots of little pictures. Many of the pictures are things that begin with the same sound as cake. Let's say the names of all the pictures that we see. Candles, boat, coat, cap, camel, duck, book, carrot, cow cat. Now color just the ones that start with the same sound as cake.

Teacher: Mrs. A. Dean

Primary Grades - General

1) The following pages show a) an example of one in a series of duplicated newsletters which a first grade teacher sent to parents to inform them of their children's progress in school and b) a duplicated announcement sent to parents concerning an assembly in which their children were to play prominent part.

- -

NEWSLETTER TO PARENTS

FROM SWITZER FIRST YEAR PRIMARY ROOM 104, NOVEMBER 15, 1966

Attendance:	Congratulations to the children who have perfect attendance for the entire first quarter of school (10 weeks). These children are: Mike Alldaffer, Earl Edmunds, Bobby Fitchett, Junior Meza, Robert Miller, Roy Pouncil, James Rand, Hobart Reeves, Steven Turner, and Albert Valdivia. Good attendance is a part of success in school.
Party Time:	Our room had a nice Halloween party on October 31st. Thanks to all the parents who sent cookies and candy. The children had a good time. Our next room party will be Thursday, December 22nd.
Holidays:	Thanksgiving vacation from school will be November 24th, 25th, 26th, and 27th. Christmas vacation will be from December 23rd through January 2nd. The children will return to class Tuesday, January 3rd.
Educational Trips:	The children of Room 104 have visited three places already this year. We walked to the American Royal and saw all the animals. We rode on a school bus to visit a grocery store and a U.S. post office. The children learn much from these experiences.
Special Trip:	The next trip the children take will not be on a school day. . . . it is on Friday, November 25th (the day after Thanksgiving). The children will meet here at school at 9:15 in the morning. They will return about 12:15. We will go to the Jewish Community Center and see the play "SNOW WHITE." Each child who goes will receive candy, peanuts, and a trinket-toy. This trip is free.
Assistants:	Our room now has a "teacher aid" (Mrs. Mary Fink) who helps the teacher get the room and

materials ready for each new lesson. We also have a U.M.K.C. student assistant)Mrs. Eugenie Gruender) who does individual tutoring and special projects. All this help means: the regular classroom teacher has more time to give to your child!

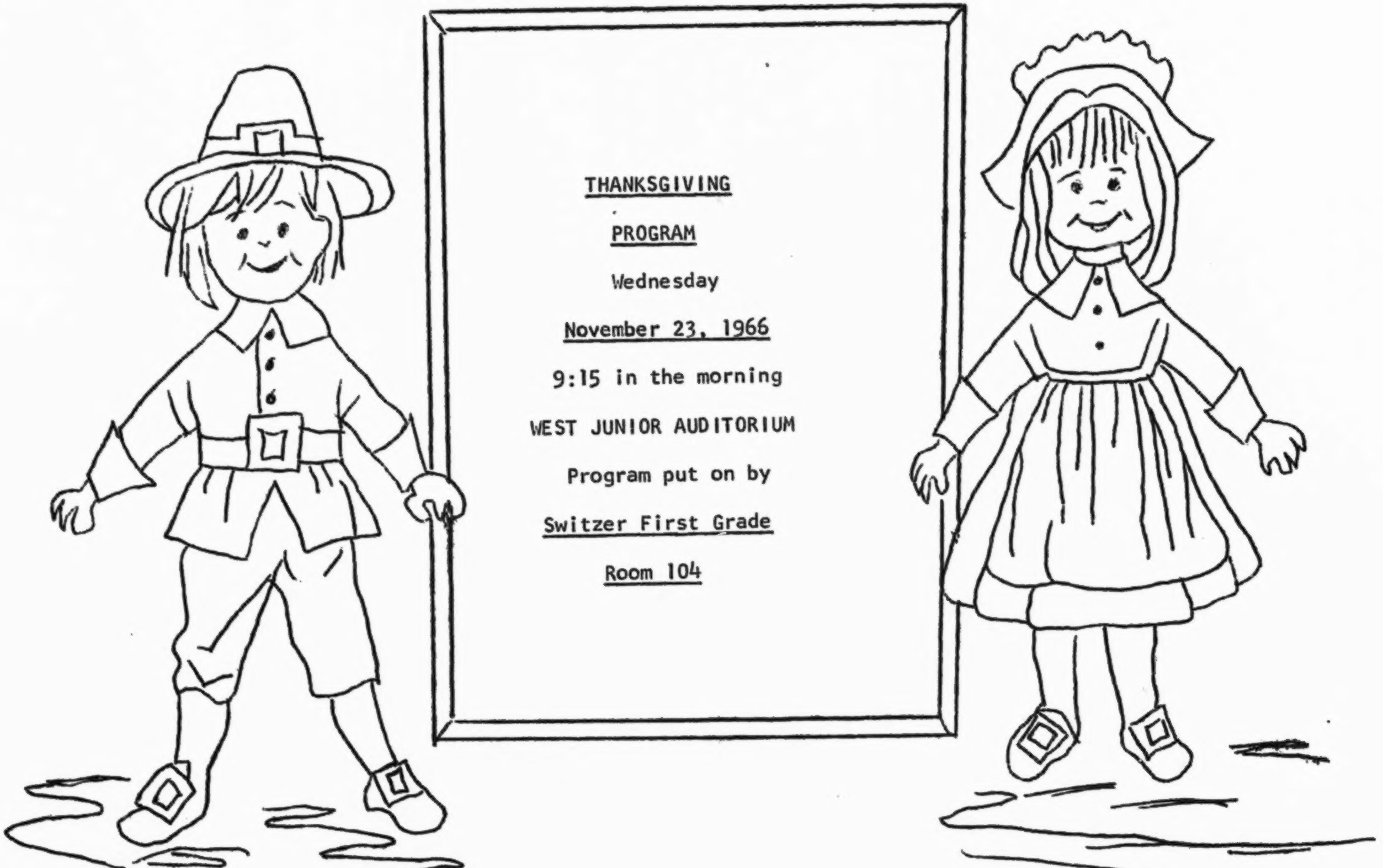
On T.V.: Monica Hernandez and Hobart Reeves, both from our room, were selected to represent Switzer School on October 24th when the TV star Danny Kaye was in Kansas City supporting UNICEF (a United Nations Children's fund). Hobart and Monica were seen on the TV news that evening. Monica's photo was in the newspaper with Danny Kaye the next morning.

Lessons: Most all the children are making satisfactory progress in reading. They enjoy music, art, and Spanish (on TV). They are making good progress in arithmetic and like to go to gym class. In social studies they are studying about the pilgrims.

Program: On Wednesday, November 23rd, at 9:15 our room will present a Thanksgiving program. Please come to the West Junior auditorium and see this little play. All 32 children will be in costumes. Your child will be in this program. Will you come see your child?

Sincerely,

- - - - - - - - - - - - - - - - - - - -



THANKSGIVING

PROGRAM

Wednesday

November 23, 1966

9:15 in the morning

WEST JUNIOR AUDITORIUM

Program put on by

Switzer First Grade

Room 104

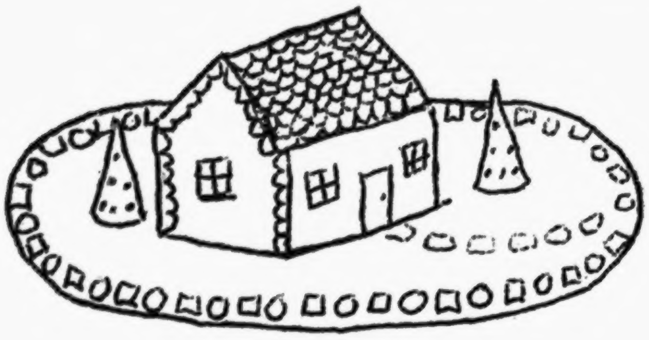
2) The following pages are examples of favorite recipes which a first grade teacher obtained by letter from the parents of her students. The recipes, which represented a variety of ethnic specialties, were duplicated and put together in the form of stapled booklets which were given to the students to take home.

PENELOPE'S MOTHER'S RECIPE FOR CRANBERRY GINGERBREAD HOUSE

2 pkgs. (14½ oz. each) gingerbread mix
2/3 Cups cranberry orange relish
1 pkg. (6½ oz.) Vanilla butter cream frosting
Flaked coconut
Candied fruit slices
Fresh cranberries
Sugar wafers
Colored mint patties
Ice cream cones
Green food coloring

Prepare gingerbread mix according to directions for cookies, using cranberry orange relish instead of water. Roll out dough on lightly floured board. Cut four oblongs, 9 by 5 inches and 2 oblongs 8 by 6 inches. Using the 8 by 6 oblongs, cut corners from top of 8 inch side 5 inches from bottom of oblong to make the peak of the roof. Bake cookies on lightly greased cookie sheet as directed on package. Cool

Cut pieces of cardboard the same size as cookies. Tape pieces of cardboard together to make a house and put on a large round platter. Frost the outside of house with some of the frosting. Press cookies against box, covering the sides and roof. Sprinkle coconut around house for snow--using a cake decorator, decorate sides of house with windows, doors. Let dry several hours. Frost roof. Press overlapping rows of fruit slices into place. Pipe frosting around roof edges, top of house and sides of house. Press cranberries into frosting, using colored mints for stepping stones leading to door to edge of platter. Cut sugar wafers into halves crosswise and alternate cookies with cranberries around the edge of the platter, fastening them in place with frosting.



Cover outside of sugar cones with frosting tinted green. Press cranberries into frosting at intervals. Stand inverted cones at sides of house to resemble pine trees.

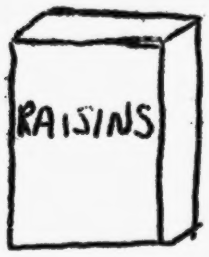
MRS. EVELYN PARKE

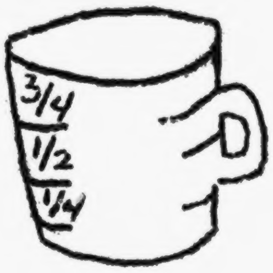
HOBART'S MOTHER'S RECIPE FOR BACON GREASE RAISIN CAKE

1 heaping C. brown sugar
½ cup bacon grease
2 eggs
1 t. cinnamon
1 t. nutmeg
½ t. cloves
2 cups flour
(nuts may be added if desired)

Cook ½ box raisins, drain and save 3/4 cup water off raisins, add 1 t. soda to the water.

Cream sugar and bacon grease. Add eggs, spices, and raisins. Then add flour and water. Mix well and bake about 40 minutes at 375 degrees.



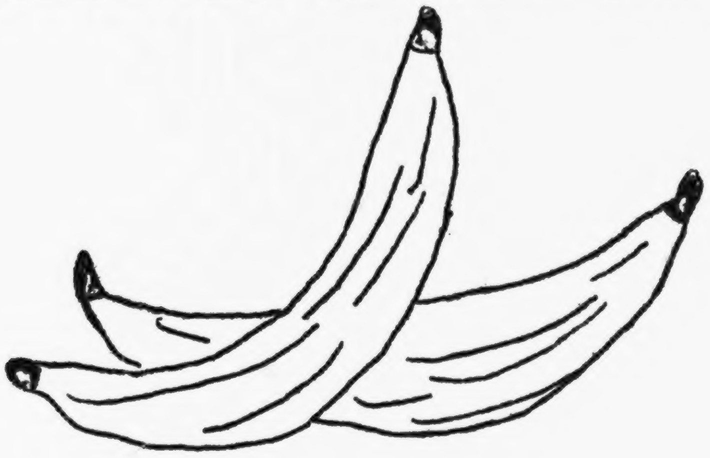


MRS. DIANNE REEVES

JUNIOR'S MOTHER'S RECIPE FOR VELVET BANANA BREAD

5 large ripe bananas
4 eggs well beaten
2 C. sugar
4 C. sifted flour
2 t. soda
1 t. salt
1 C. chopped walnuts

Beat bananas until liquid. Combine with eggs and set aside. Cream together shortening and sugar until fluffy. Add bananas to mixture and blend. Add dry ingredients and stir until smooth. Fold in nuts. Bake at 350° F. for 45 or 50 minutes or until done. Makes 2 loaves.

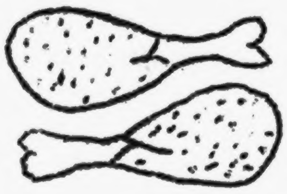


MRS. CELESTINA MEZA

GARY'S MOTHER'S
RECIPE FOR SOUTHERN FRIED CHICKEN

chicken....broiler or fryer
flour
salt and pepper
2 eggs beaten
1 cup milk
fine cracker crumbs sifted

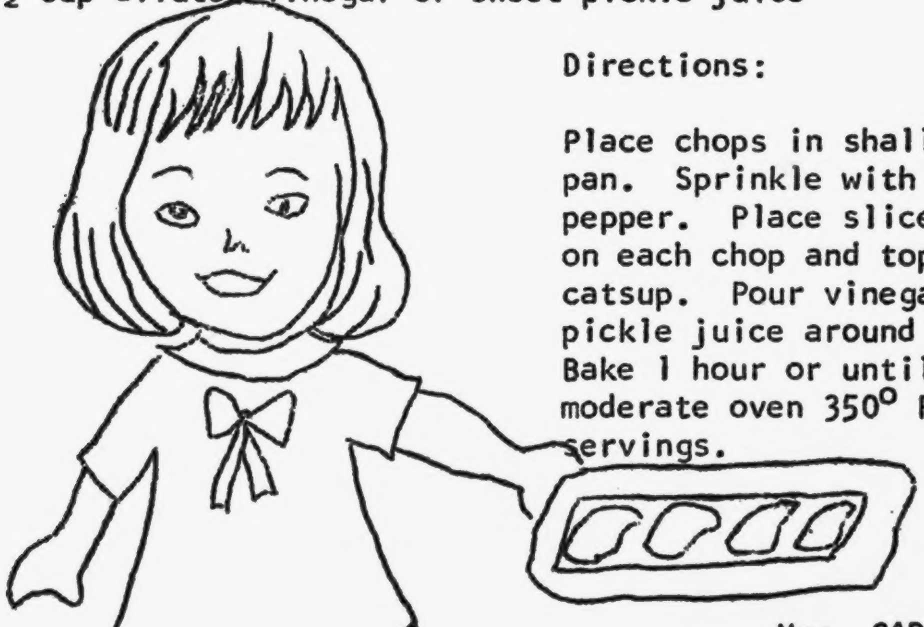
Cut chicken in halves lengthwise. Wash, drain slightly and roll at once in flour seasoned with salt and pepper. Dip in combined eggs and milk and roll in cracker crumbs. Shake off excess crumbs. Heat shortening and fry. Drain on absorbent paper. Temperature - 385 degrees. Time - 13 to 15 minutes



MRS. EUNA DUNAWAY

MARY ANN'S MOTHER'S
RECIPE FOR SPANISH PORK CHOPS

4-loin pork chops, 1 inch thick
salt and pepper
4 slices onion
4 T. catsup
½ Cup diluted vinegar or sweet pickle juice



Directions:

Place chops in shallow baking pan. Sprinkle with salt and pepper. Place slice of onion on each chop and top with catsup. Pour vinegar and/or pickle juice around chops. Bake 1 hour or until tender in moderate oven 350° F. Four servings.

Mrs. CARMEN SANTOYO

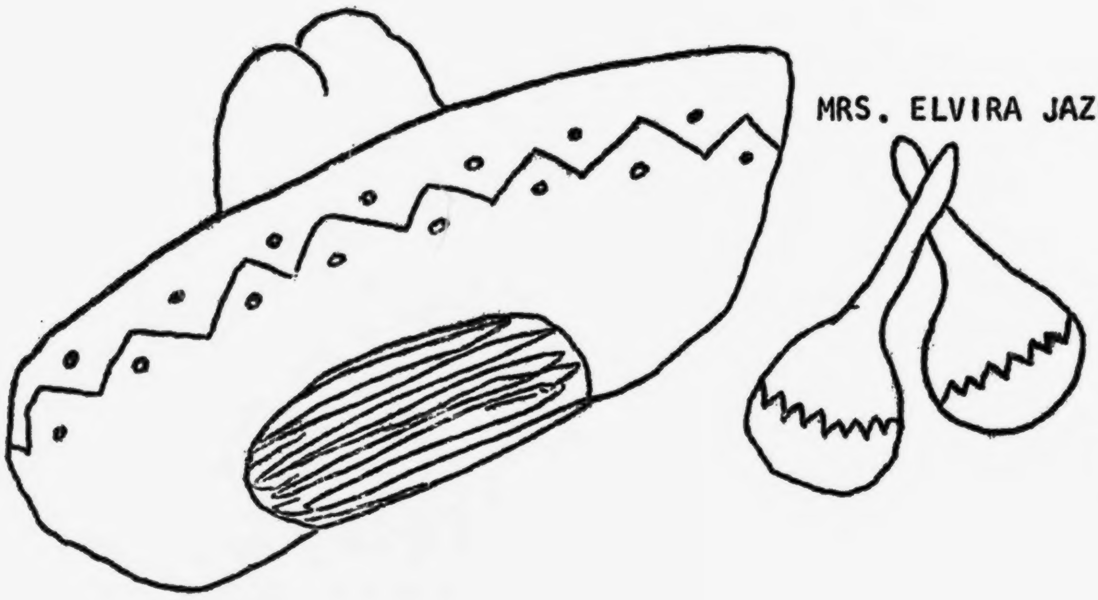
TONY ARELLANO'S
MOTHER'S RECIPE FOR TACOS

1 lb. hamburger	1 t. oregano
2 doz. corn tortillas	1 t. salt
1 can tomatoes	1 head lettuce
1 onion	2 tomatoes
1 t. garlic salt	1 can grated cheese

Place hamburger in skillet. Add $\frac{1}{2}$ t. garlic salt, $\frac{1}{2}$ t. salt and cook on low flame. Do not brown. While this is cooking, make the sauce for taco's.

Grind tomatoes in mixer. Add chopped onion, oregano, $\frac{1}{2}$ t. salt and $\frac{1}{2}$ t. garlic salt. Mix them together

Place in a deep bowl, lettuce shredded (like for cole slaw) and diced tomatoes. When meat is done, place $1\frac{1}{2}$ T in tortillas, fold in half and fry in $\frac{1}{2}$ inch hot fat until tortilla is crisp. Put lettuce and tomato mixture on top and sprinkle with tomato sauce. Top with grated cheese. Serve immediately.



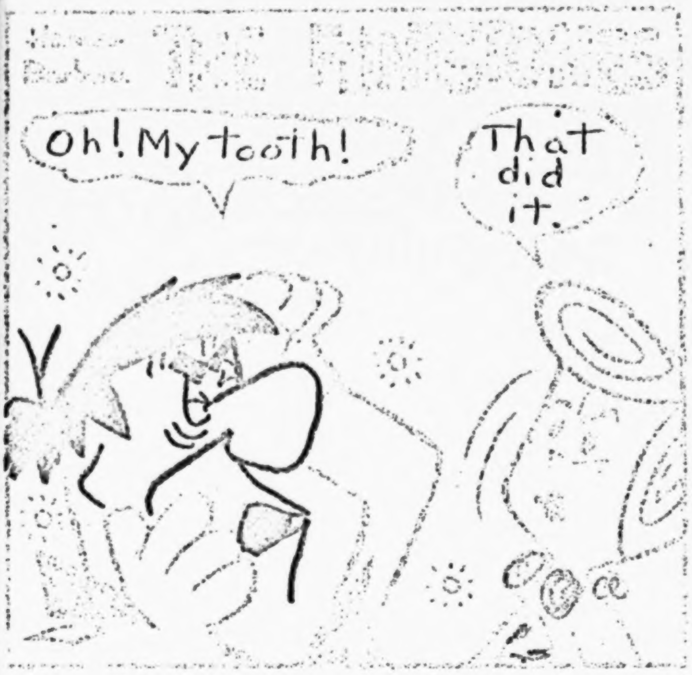
MRS. ELVIRA JAZO

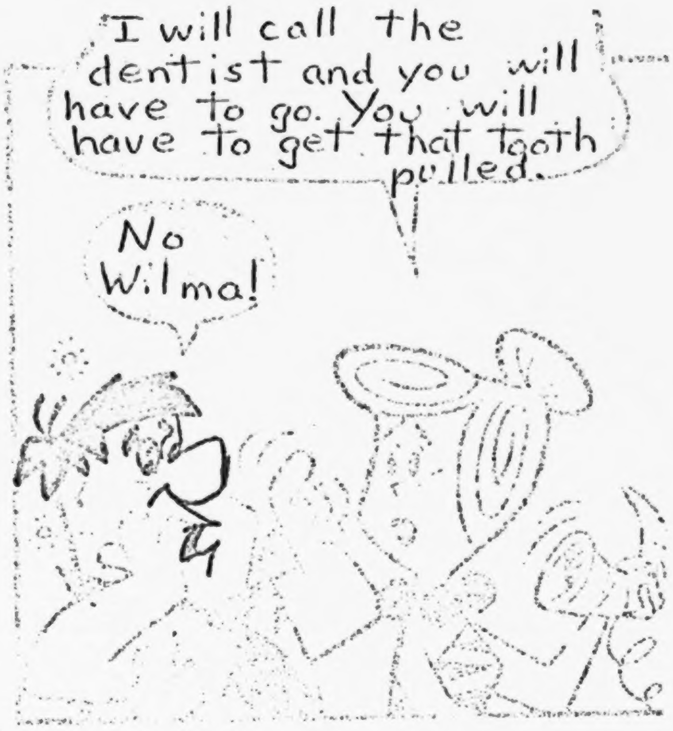
Teacher: Mrs. C. Duncan

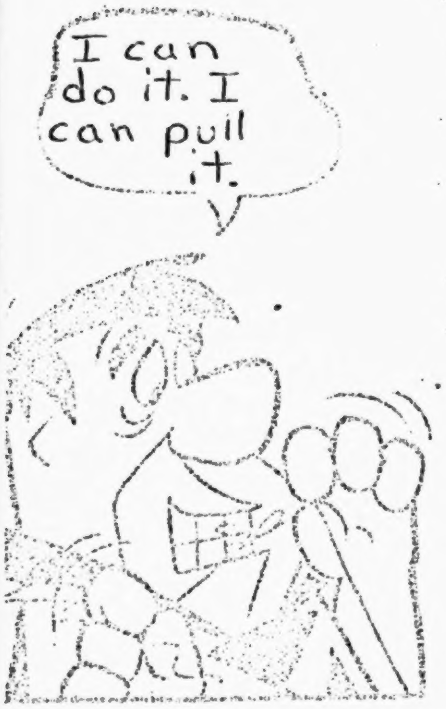
Primary Grades - Language Arts

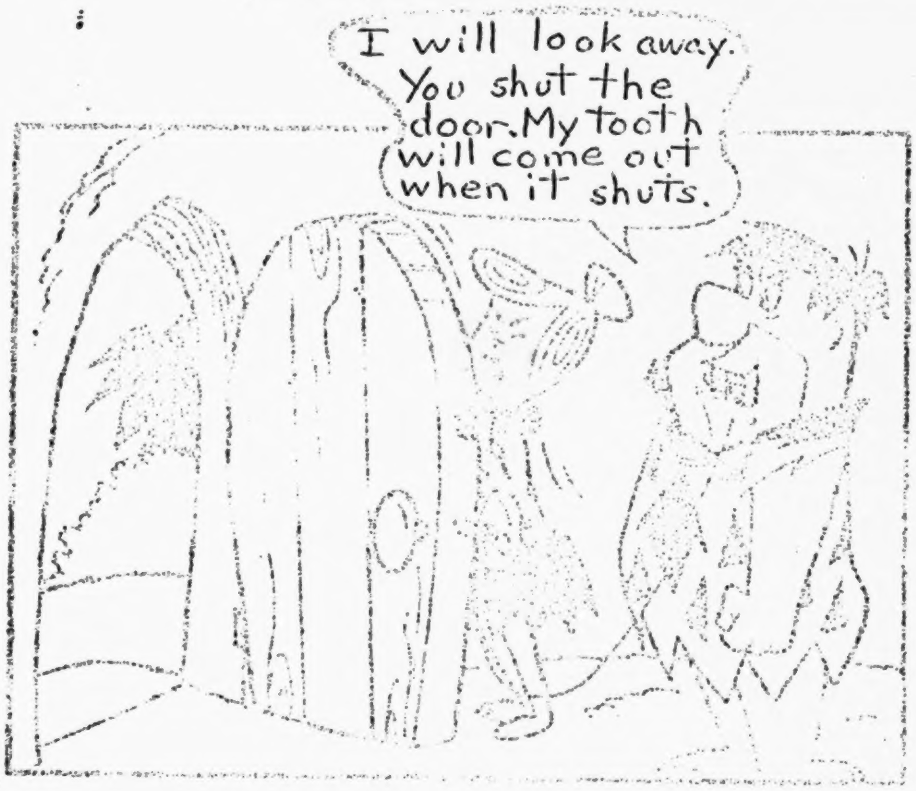
1. The following two sheets were prepared and duplicated by a primary teacher who found many ways to utilize cartoon materials to stimulate greater verbal expression on the part of her pupils. In the case of the first sheet, the original conversation was covered with white ink before duplicating, and students were asked to write their own dialogue. In the case of the second sheet, students turned the page over and responded to the cartoon by writing down what they had learned about vegetables during the previous week of study in the classroom.

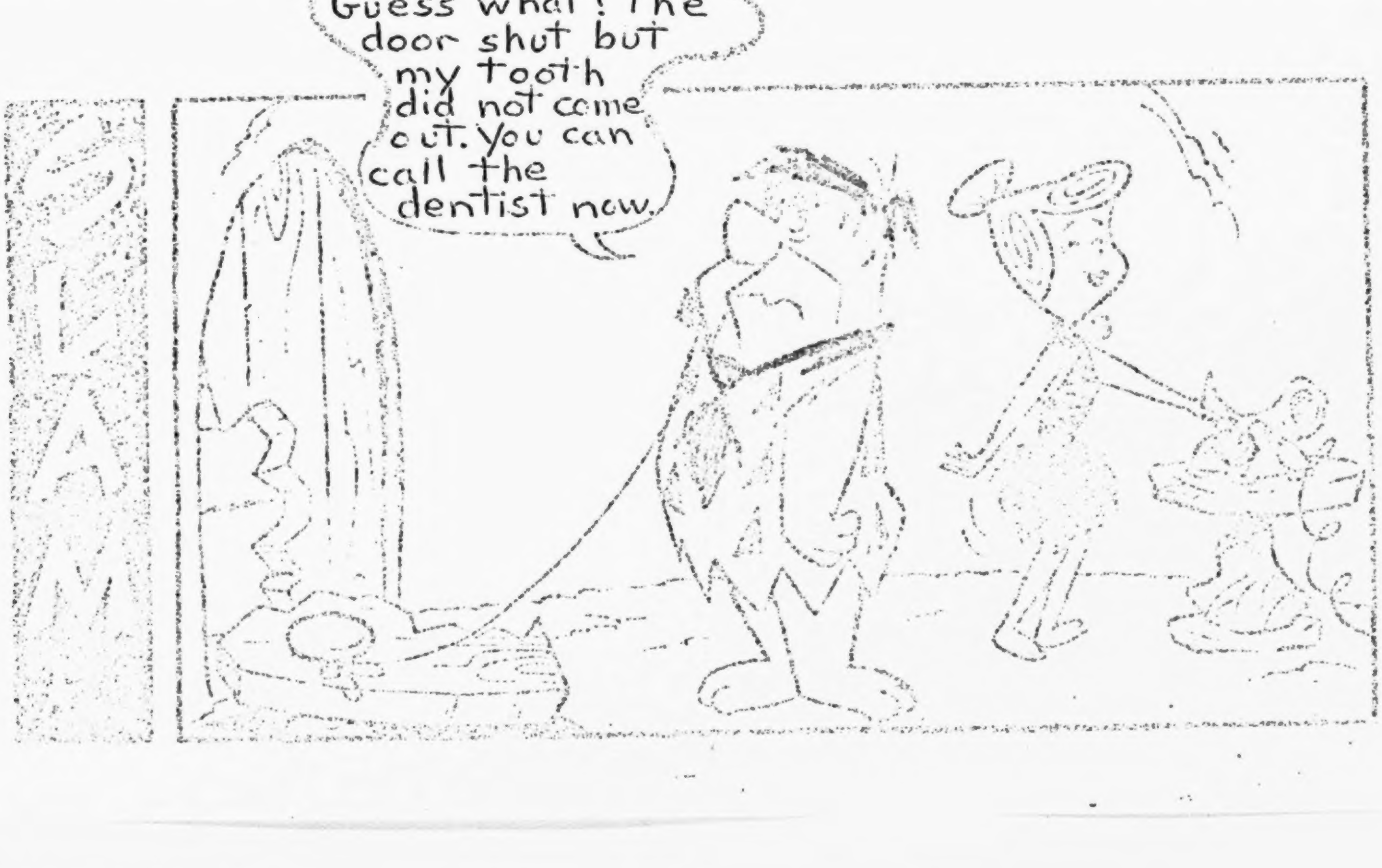
- -


THE FLINTSTONES
Oh! My tooth!
That did it.


I will call the dentist and you will have to go. You will have to get that tooth pulled.
No Wilma!


I can do it. I can pull it.


I will look away. You shut the door. My tooth will come out when it shuts.


Guess what! The door shut but my tooth did not come out. You can call the dentist now.

BEAN
LETTUCE
TOMATO
CARROT

2. The following are examples of stanzas prepared in a third grade class and duplicated so that each child could have a personal copy of poems in which he and his friends are mentioned in a positive context.

- -

Space Age Prophesy

Valerie will be a teacher
    And show others the way,
Cathy will be a teacher
    And have plenty to say.

Resa will be a nurse
    And take care of the sick;
Sheryl will be a nurse
    And reach her patient quick.

Kevin will be a policeman
    To see others do right;
While Daniel will be a fireman
    And work with all his might.

Danny will be a doctor
    And relieve the sick.
Angela will be a teacher
    And work double quick.

Loubertha will be a teacher
    And work hard we know.
While Thomas will join the Navy
    That's where he wants to go.

Lawrence will join the marines
    Since that's his very first choice,
While Sebastian will be a policeman
    And make his friends rejoice.

Ernest will be a FBI man
    That's what he wants to be;
While Isiah will be a doctor
    And strive to make us free.

3. The following page contains a worksheet prepared and duplicated for the purpose of increasing self-awareness and providing practice in language arts skills among a group of third graders.

- -

1 2 3 4 5 6 7 8 9 0

How About Me?

I am Larry Alvarez

I am 8 years old.

I am in grade 3.

I live with my Perents.

I have No brothers and 1 sisters.

I live in a Brick House.

I like to play with my Friend

I get up at 7 o'clock.

I eat my breakfast at 7 30 o'clock.

I go to school at o'clock.

I eat my lunch at 8 20 o'clock.

I play after school.

I eat my dinner at 6 o'clock.

I work after dinner.

I go to bed at 8 o'clock.

My best friend is Thomas.

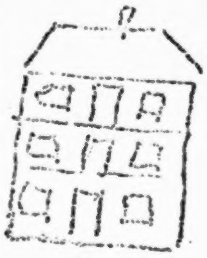
This is my picture.

Wood
House

Brick
House

Aunt
ncle
Cousin
riend
rents
all
T V
olls
ead
o

Stone
House



An
Apartment

Dad
Mother
Grand
Mother
Grand
Dad
Work
play
Movies
help

4. The following material shows a particularly interesting adaptation of an identification story which takes full advantage of the possibilities inherent in the use of duplicating equipment. The first section contains a short story for third graders which has been rewritten so that it takes place in the school's local community and its characters are named after students in the class. The story was duplicated and the questions asked by the teacher were added to the same page. Students filled in the answers after each question and placed the sheet in their notebooks where they built up a collection of similar sheets.

- -

The Lost Trail

Robert and Lawrence lived in the Pennway Units.

One fine autumn day they thought it would be nice to take a walk. So, without even saying one word to their parents, they started walking north toward the river.

Very soon Robert said, "Lawrence, aren't we goin' too far?"

"Nooooh", replied Lawrence boasting, "I see our house. I've been this way before when Joe and I went for a walk. There, see. Can't you see the fire station?"

"Yes, I do," answered Robert. "Guess I was just thinkin'".

With some enthusiasm they walked on.

By and by they came to a park.

"Ooooooo," said Lawrence, "Let's sit down a while. I'm so tired."

So the boys rested awhile. Then they walked on. Streets began to look strange; they began to wonder where they were.

"Where are we?" Lawrence quiveringly asked.

"Don't know," sniffled Robert. "We must have gone the wrong way."

It's gettin' dark," sobbed Lawrence. "What'll we do?"

Finish this story in your own words, then answer the questions.

1. What was the first thing the boys did wrong?

2. What would you do if you ever got lost?

3. Do you think the boys will do the same thing again?

4. Do you think they learned what to do in an emergency? If so, what?

5. Do you think the boys could have asked the wrong person the way home?

6. When is it wise to ask your parents permission to do things?

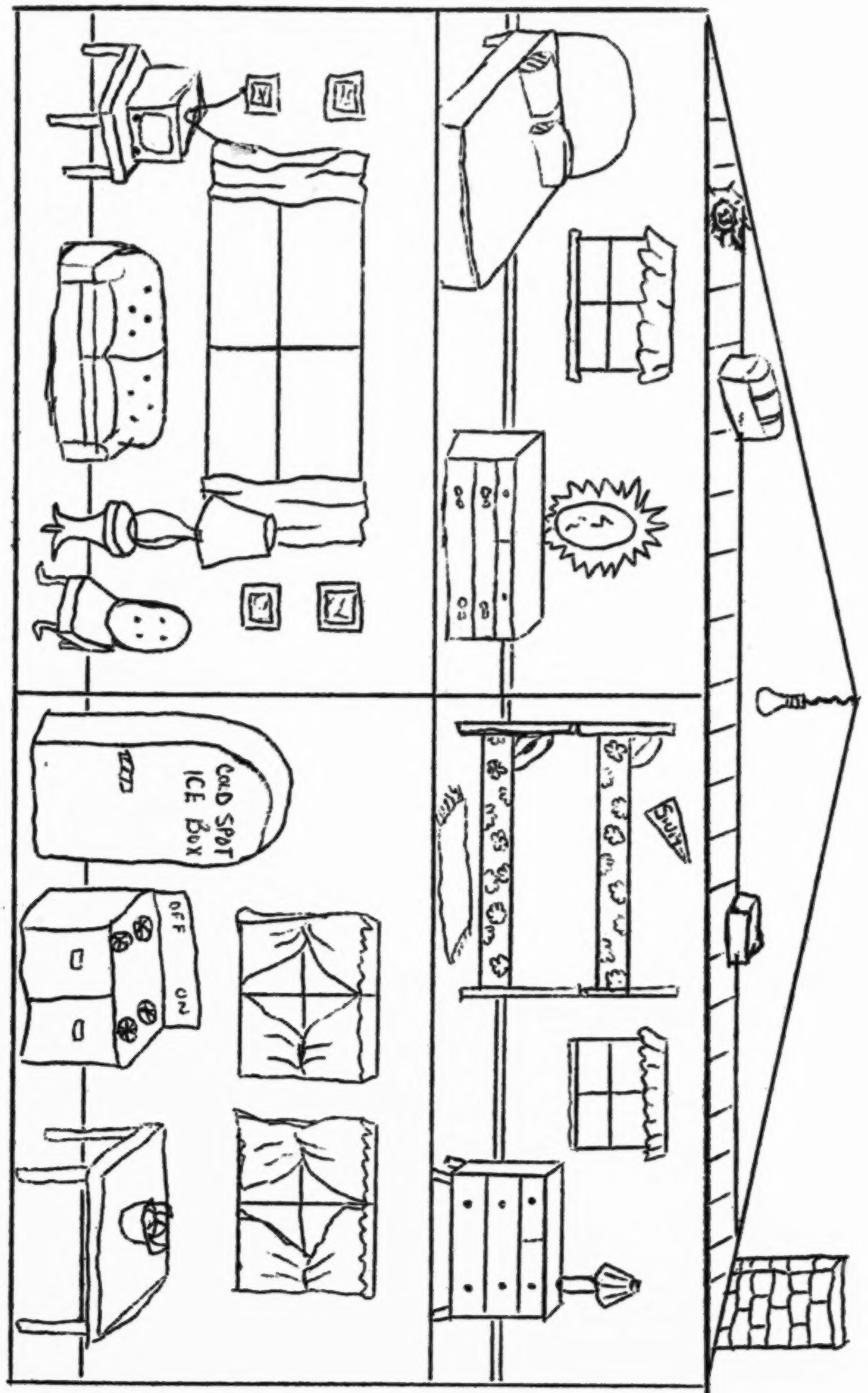
7. Would you try such a thing?

8. Do you think the boys were good friends?

9. Do you feel they will be friends to each other again?

10. Do you feel this story has taught you a lesson in safety in relation to not trusting strangers?

5. The following two pages show an easily-prepared and effective way to encourage primary grade students in the exercise of skills related to perception, reading, writing, and organizing materials. In the present case a picture has been duplicated and made available to each student together with a worksheet on which the student answers questions about the picture and checks his responses against the correct answers given at the bottom of the page.


COLD SPOT
ICE BOX
OFF
ON

1. Do you see a TV? __________

2. Do you see a dog? __________

3. Do you see three beds? __________

4. Do you see a stove? __________

5. Do you see five tables? __________

6. Do you see a rug? __________

7. Do you see a baby? __________

8. Do you see Dick and Jane? __________

9. Do you see an ice box for cold things? __________

10. Do you see a bed in the kitchen? __________

11. Do you see a car? __________

12. Do you see two lamps? __________

13. Do you see four bed rooms? __________

14. Do you see some food? __________

15. Do you see a chair? __________

16. Do you see a TV in bed? __________

YES	YES	NO	YES
NO	YES	NO	YES
YES	NO	YES	NO
NO	YES	NO	NO
YES	YES	NO	YES
NO	NO	YES	NO
YES	NO	YES	NO
NO	NO	YES	YES

Teacher: Mrs. A. Trutzel

Primary Grades - Language Arts

One day about two weeks ago, I asked the children in Room 6 if they would like to write stories about themselves and have me take pictures of them which we could mount so that everyone could enjoy them.

They were quite enthusiastic about the project. So I asked them to find out their addresses and how to spell them. They came to school the next day armed with the desired information.

In the meantime I had prepared a skeleton form for their autobiographies.

My aide copied it and ran off copies for each child on the hectofax machine. They then filled in all the desired information (with our help). We collected the forms and corrected them for spelling and capitalization. The copies were returned to them and the next day they laboriously began writing their papers.

We feel that this has been a very real learning experience as these children have only been doing cursive writing since the first of November.

During the first part of last week, I took each child outside the building, one at a time, and took his picture.

This was a most happy occasion for them as some had never had a picture made of themselves before.

They would almost "burst" with importance as children from other rooms, passing by on the walk, stopped to watch the procedure.

My aide and I felt this was a most rewarding and revealing experience for us, too, as we read the information concerning their families, best friends, ambitions, etc.

It has been a very important learning experience for the students, since it gave them a feeling of being real people of importance!

After Christmas, when we shall have space on our two bulletin boards, I am going to mount each story and picture and invite the children from the three third grades in to see our picture gallery.

Teacher: Mrs. J. Dameron

Intermediate Grades - General

Shown below is a copy of a letter and a book list duplicated and sent to parents by an undergraduate aide who followed up the letter by holding a demonstration for parents and students on the proper care of books.

Dear Parents:

In working with Miss Burns' class, I have noticed that the children are interested in books and enjoy going to the library.

I thought perhaps some of the children might like a book of their own. I made a list of books and presented this list to the class, suggesting that if any child found one book he liked especially, he might wish to ask for it as a Christmas present.

I also told the class that they could share their books by reading out loud to you and the rest of the family. This way, it could be a present for everyone and a good chance for the children to have reading practice.

I hope your child can have a book for Christmas!

BOOK LIST

AUTHOR	BOOK TITLE	PUBLISHER	DATE
Michael Bond	A Bear Called Paddington	Houghton	1960
Crosby Bonsall	The Case of the Cat's Meow	Harper & Row	1965
Franklyn Branley	A Book of Astronauts for You	Thomas Crowell	1963
Ann Nolan Clark	In My Mother's House	Viking	1941
	A Santo for Pasqualita	"	1959
Marion Garthwaite	Mario, A Mexican Boy's Adventure	Doubleday	1960
Clara I. Judson	Abraham Lincoln	Follett	1961
	Benjamin Franklin	Follett	1961
Ezra Jack Keats	Whistle for Willie	Viking	1964
Leonard Kessler	Here Comes the Strikeout	Harper & Row	1965

AUTHOR	BOOK TITLE	PUBLISHER	DATE
Miska Miles	Mississippi Possum	Little, Brown	1965
Leo Politi	Juanita	Scribner	1948
	The Angel of Olvera Street	"	1946
Byrd Baylor Schweitzer	Amigo	Macmillan	1963
Yetta Speevack	The Spider Plant	Atheneus	1965

**** A bookstore may not have a particular book in stock, but they will be happy to order it for you.

Aide: Miss B. Halbeck

Intermediate Grades - Language Arts

To help the children gain self-confidence in themselves, we planned a program which was presented to the third thru fifth grades student body. It consisted of two duplicated plays, one presented by the boys and the other by the girls. The girls used a pre-written play. The boys wrote their own about Batman. Thus, some had the chance to be very creative.

The plays went over well. It seemed even the more quiet ones were enthusiastic and more sure of themselves.

I believe this did a lot in helping my students gain the self confidence in realizing they could actually perform in front of others.

Teacher: Mrs. K. Miller

Intermediate Grades - Social Studies

The following activities were conducted by a fourth grade teacher in building a unit aimed at using the social studies curriculum to encourage the development of good intergroup relations among students in the intermediate grades.

I took a multi-ethnic story from Venture, a fourth grade reading book, and presented the story to the class. I put the names of the different races and countries mentioned in the story on the board.

I then asked the children to bring pictures of foods that are eaten by Italians, Mexicans, French and Germans: then I used this material to make a bulletin board.

I adapted a play from the story, "Food for Thought". The children are enjoying going over the play and have asked if we can give it before the other fourth grade.

My aide duplicated several pictures of children in nations in other parts of the world. Each child is fixing his own booklet. I suggested that the class color those pictures which show American children to represent all races. It was interesting to note that they colored the children reddish, yellow, brown and black.

The music teacher is correlating her music with the unit.

Teacher: Mrs. N. Burns

Intermediate Grades - General

1. During the past few months that this course on "Use of Consumable Materials and Audio-Visual Aids in the Classroom" has been in session, I've put into use several things in that category. They are as follows:

"Wordless" comics were taken from the newspapers and magazines. They have been duplicated for the pupils by the use of the photocopy machine; then copies were made for ditto. Spaces were left underneath the pictures for the pupil to write in his own story or comments. These stories were projected by the opaque projector and discussed by the class. We learned direct and indirect conversation this way. Each pupil has a writing buddy who helps him correct his mistakes after we go over his paper together in class.

2. When we studied insects we used the film strips and the opaque projector to project pictures from books; then since the picture was labeled with the names of various parts we traced the pictures without labels and dittoed them so the children could fill in labels with the various parts.

Pictures of men, women and children found in advertisements which show the whole figure were cut out and placed on cardboard. These were fastened to dowel rods or kite sticks for use as stick puppets. I use this method of "quickie puppets" because I have found that in the course of having to stop and make or draw the characters, the enthusiasm wanes and the "punch" is lost for the story.

Boxes were cut for stages. Muslin was used for fastening backgrounds of their own artwork. These "stages" were used for group work in social studies. Stories of the natural resources, products, manufacturing and places of interest of various groups of states were prepared and duplicated. The students draw their own illustrations and write their own stories and narrations and read them or taped them for the class.

3. A set of cards showing urban activities, trades, community workers, and multi-ethnic groups and situations has been prepared by the aides and myself. These have been mounted and laminated. They are used as orientation material for children moving into the city from the rural area or small towns.

4. A story from one of the readers was rewritten to include the names of our own boys. It was written for the slow students - It was projected and read by them. Questions were also dittoed for them to check at the close of the story.

5. A unit on flowers was prepared. The children were motivated by the news of a flower show in the newspaper. Cards of the various flowers they were most likely to see when we visited the show were prepared from the seed catalog. They were shown first on the screen with the names on them. Next a duplicated set of cards with a questionnaire was given. When we returned from our visit to the flower show, we reviewed the cards.

6. Batman trading cards have been projected by the opaque projector. They were chosen at random from a set of cards. Each pupil was asked to study the card then volunteer a sentence to his liking about the picture. Later, the cards were divided into groups of five and handed to three pupils. They worked together in preparing original stories which were duplicated and analyzed by the class.

Teacher: Mrs. W. Cunningham

Intermediate Grades - General

1. Dittoed notebook on first aid.

After the class visited the Red Cross and after we received a booklet from Johnson & Johnson with programmed first aid material, an original unit on First Aid was created which Mr. Kaplan and I tailored to the needs of our students. We used the following techniques:

a. The programmed material was put onto transparencies and projected for the children to use as a text.
b. Large Red Cross charts and diagrams were posted and analyzed.
c. I prepared a dittoed notebook with simple factual material
d. Demonstrations were conducted by myself, Mr. Kaplan, and the children themselves
e. Labels of home poison products were studied and included in the notebook.

2. Dittoed scrapbook on field trips undertaken by the class. The scrapbook contained duplicated materials prepared by the teacher and the students on the following topics which were studied in connection with field trips: (As examples, several pages dealing with the sculptural concepts and objects to be viewed at the Nelson Gallery of Art are shown on the following pages).

a. The Solar System (in connection with the trip to the planetarium)
b. The Nelson Art Gallery
   1. History of the Gallery
   2. The various departments and services offered
   3. Ancient and Classic Sculpture
   4. The Middle Ages
c. The Country Club Plaza, Loose Park, UMKC
   1. History and significance
   2. Points of interest
   3. Map showing how to reach all the places we visited
d. Lawrence, Kansas
   1. All the places we would visit
   2. Items of interest in each
e. Fort Osage
   1. History of the fort and its environs
   2. Points of interest
f. A 14-page section on government in connection with a trip to the following places:
   1. Federal Office Building
   2. City Hall (guide: councilman-at-large of this district
   3. Board of Education Bldg. (host: Supt.James Hazlett)
   4. Lunch at Hotel Muehlebach

3. The following two-and-one-half pages illustrate duplicated materials used to introduce and review subject matter studied in connection with or as part of the

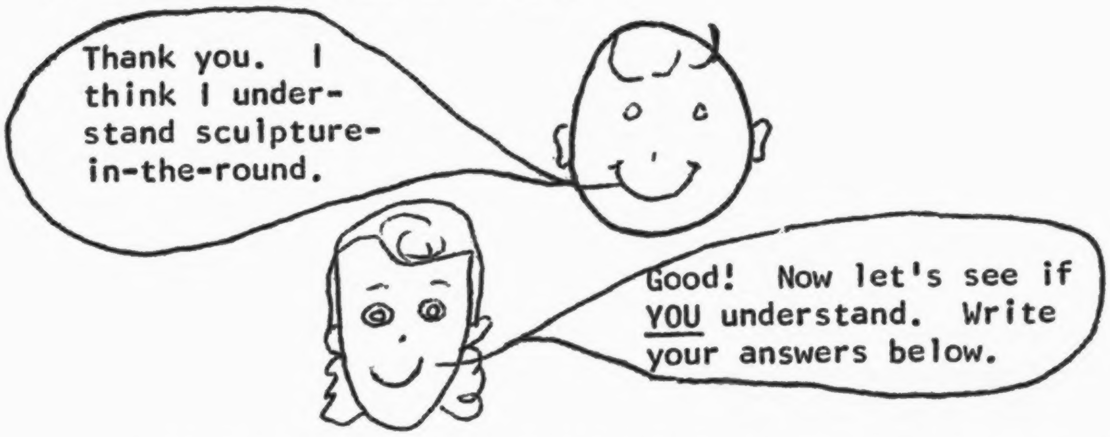
of the field trips. These duplicated materials were retained by students in order to build personal notebooks on the field trips. The copies passed out to students were prepared on a primary typewriter.
(Original duplicated material in primary-sized printing)

There are 2 kinds of Sculpture. The first kind is called:
"SCULPTURE-IN-THE-ROUND"
This is a statue or any other shape that you can walk around. You can see all sides of it.

There are 3 ways of making a piece of sculpture-in-the round. One way is to make a statue or a shape with your hands - the way you would make a clay figure of a person or an animal.

The second way is by melting glass, metal, or some other material and pouring it into a mold until it becomes hard.

The third way is by using tools to chip or carve a figure or a form into wood or stone.


Thank you. I think I understand sculpture-in-the-round.
Good! Now let's see if YOU understand. Write your answers below.

What other materials could you melt to pour into a mold?

The other kind of sculpture is called: "RELIEF."

You have made relief sculpture when you have taken a stick or any sharp tool and carbed a picture into clay, wet cement, sand, or any other material.

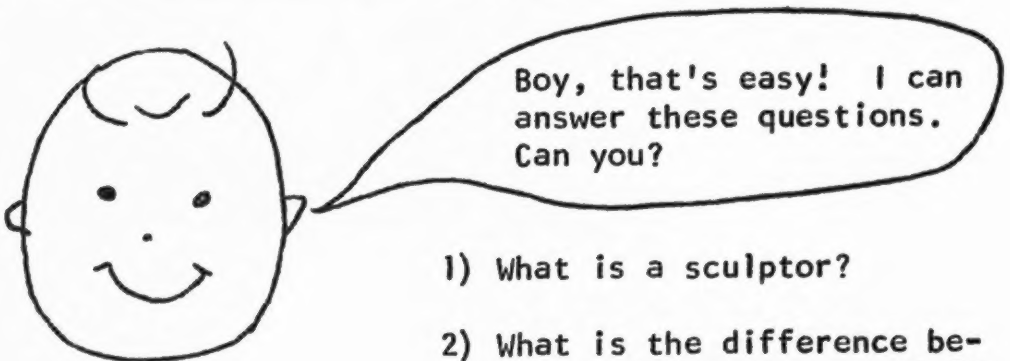
A sculptor carves into many kinds of materials. He often uses stone.

Most of us have examples of relief sculpture in our pockets right now. Coins are a good example of "LOW RELIEF." The design is not deeply carved into the metal.

"HIGH RELIEF" has a design so deeply carved that the figures seem to almost come out of the stone.

In low relief, you can only see the front of the design.
In high relief, you can see only the front and two di

sides - not the back of the design.


Boy, that's easy! I can answer these questions. Can you?

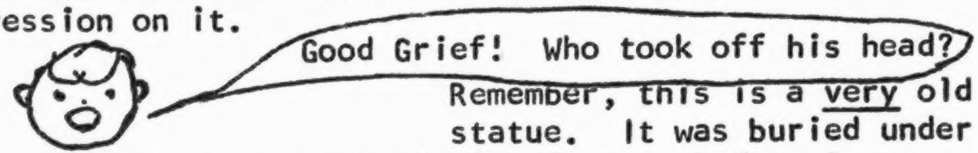
1) What is a sculptor?

2) What is the difference between high and low relief?

- -

At the Nelson Art Gallery we will see many examples of all types of sculpture. All of it is very old and could not be replaced at any price. It is very important to touch nothing!

Some of the sculpture we will see was made 4,000 years ago by the early Egyptians. One large statue is of a pharoah. It is made of limestone, and looks very much like all Egyptian statues. The head is missing, but if it were there, the eyes would be looking straight ahead, the mouth would be stiff, and the face would have no expression on it.


Good Grief! Who took off his head?

Remember, this is a very old statue. It was buried under sand and rock for many hundreds of years before it was found. Parts of it were broken off and lost. Maybe parts were stolen and carried off to other countries.

We will also see parts of walls taken from tombs which tell a story in low relief.

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3. On Monday, November 14, I introduced a daily sheet (below) and explained how it would be used. I compared it to the time card their parents use at work, combined with a chance to blow off steam at the end of the day.

When a job was assigned, I announced the exact time it started. When the children finished a job, I gave them the time. Very faithful records were kept.

Some were amazed at how long they had taken to complete a given task, and have begun a little race with themselves to speed up.

The comments on the bottom have led to some interesting soul-searching - little in the beginning, but more toward the end of the week.

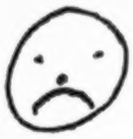
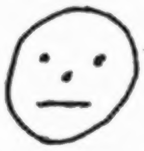
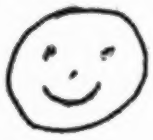
HOW WAS MY DAY?

Name________________ Date ________________

Job	Time In	Time Out	How Much Done?

What went wrong today?

What was the best thing I did?

I feel   

4. For building self-concept, and for teaching health, I have made and duplicated a booklet, reproducing drawings and made worksheets, graphs, and easy-to-read information sheets.

It is a very personal approach to the workings of the human body, the hows and whys of what happens, care of the body, grooming, etc.

The pronoun, "I" is used throughout. The children really love adding to the booklet and working with it.

The title is "This Is Me." It begins with facts about the child, pictures he has drawn of himself and his family and goes on from there. Thus, while all the books are alike, each is also distinct and different from the rest.

5. We tried some role-playing, acting out real situations which have involved members of our class. In the past, we have seen how the use of puppets has stimulated the flow of language in children who refuse to talk before the group normally.

To see if racial tensions in any way operate in our situation, we cut the same human form out of white, yellow, red, brown, and black paper and put each figure on a stick-like puppet.

To begin, my aide and I acted out the following situation, based on a real problem in our classroom:

One of the girls goes down to the girls' restroom at noon and gathers her friends into one of the toilet stalls. They undress each other, and goodness-knows what else. One is placed at the door as a guard to keep all the other girls out. There are about 300 girls in this building who need the restroom. This is creating a real hardship. She was reported to me for instigating this behavior. Carl was the teacher who took me, the girl, out to discuss this.

He floundered a bit, but as I gave him the same answers I knew the girl would give, he took hold beautifully and was able to really convince me I wanted to do better. We chose puppets appropriate to our skin color to lead anonymity. Attention was rapt. The children were amused in parts, but seriously interested. The girl who was the real guilty party was completely absorbed. On her own she asked to stay after school to talk to me about it.

The second situation dealt with a boy who was reported to his teacher for pushing others off base, cheating, etc. Carl was the boy. Three different boys took turns being the teacher, but all bogged down. The third finally turned to the spectators for suggestions. But class was too busy pointing fingers at Larry and laughing at him. (We noted that no one pointed at George, whose long-standing pattern of behavior was beautifully described.) Puppets were chosen pretty much by color of their own skin but not always.

The children are most anxious to do this again! All want to participate.

6. Puppet shows to develop skills and understandings in human relations, language arts, and other areas.
The objectives of the puppet show project were as follows:

a. To build language skills
b. To integrate many areas of study with one project, (art, English, speech, etc.)
c. To provide an outlet for expression of feelings
d. To teach group work and cooperative effort
e. To encourage withdrawn children to participate
f. To teach the mechanics of presenting a play.
g. To provide the children with the opportunity to be successful at something.
h. As a follow-up activity after seeing the puppet show in "The Sound of Music."

When the project was announced, it was met with a great deal of enthusiasm. The class quickly divided itself into four groups - two boys' groups and two girls' groups (by the children themselves).

The entire class discussed the step-by-step procedure to follow, and these were written on the board.

Since Step 1 was to decide on a story, each group selected one person to send to the library. Three groups easily decided what to do; one girls' group chose a play from a book and two groups decided to write their own. The fourth group could reach no conclusions, quarrelled among itself, and promptly disbanded. (The five boys paced the floor for days before finally realizing they could become invaluable to the others as the stage crew.)

Writing dialogue was hard for them until my aide and I sat down with each group individually and showed them that plays are "talking written down." (One girls' group proceeded with no help from us, and one boys' group, after preparing a script, ad-libbed their entire play.

Puppets and backgrounds were made, a stage was built, and rehearsals got under way.

The hardest part of the whole project was getting the children to work their shows into a finished state so that they could be presented. My feeling was that they stalled on this as much as possible.

Although we were thoroughly exhausted by the time the plays were presented to all grades 4-6, the children and I all felt the project was well-worth the effort.

I felt all eight objectives had been met.

Teacher: Mrs. S. Fulda

Seventh Grade - Common Learnings

A seventh grade teacher prepared and duplicated the following material on Races of Mankind after he found that published and commercially - available material on this topic was much too difficult for his pupils to read. The words to be particularly emphasized in spelling and definition are underlined.

Races of Mankind

Race is strictly a biological classification based on such physical traits as skin pigment, color and form of hair, shape of head, stature, and form of nose, Most anthropologists agree on three major races: Caucasian, Mongolian, and Negroid.

The Caucasian is characterized as white to brown in color, medium to tall in stature, with a long or broad head form. The hair is light blond to dark brown in color and straight or wavy. The nose bridge is usually high. These people are found in Europe, many parts of America, North Africa, and the middle East to North India.

The Mongoloid race includes people of East Asia and the Indians of the Americas are described as yellow to reddish brown in color, medium stature, with a broad head form. The hair is dark, straight, and course; body hair is sparse. Eyes are dark brown to black and are almond shaped. The nose bridge is usually low or medium.

The Negroid has brown to black skin, generally a large head form, varying stature and thick lips. The hair is dark, eyes dark, the nose bridge low and nostrils broad. The Negroid race includes those peoples of Africa south of the Sahara.

Any supposed superiority of race is without scientific foundation and has been discredited by anthropologists.

These facts generally are accepted today:

1. All men are derived from a common stock Homo Sapiens.
2. The term race is a biological classification and should never be applied to a national, geographic or cultural group.
3. Pure races do not exist.
4. In intelligence or physical traits, there is no scientific reason for believing that any race is inferior or superior.
5. Peoples of the world have equal biological potentials for attaining a high level of civilization, and differences of achievement must be attributed solely to their cultural history. Teacher: A. Lowe

Seventh Grade - Common Learnings

1. We used the photocopier to make transparencies for a whole lesson on Colonial Life and Pioneer Living. These came from the two books by the same name written by Edwin Tunis. He has done terrific ink drawings of all sorts of machines, clothes, houses, scenes, etc. of those times. They reproduce beautifully in transparency. The reading is too high a level for the students, so I have blocked out the print on most of them, and give the explanation myself. A large group lesson was given, using 24 illustrations on transparency or on duplicated sheets.

Another group lesson dealt with "The Missing Heir" from Parades, Harcourt, 1959. This is a story of Lincoln as a lawyer in Illinois, and how he found that a young boy was the heir of a large fortune. This was read to the group, while illustrations were thrown on the screen. Some were taken from the story and some were prepared by Mr. Elmore, but all held the interest and the children were able to answer questions to show their attention. It humanized history.

2. The following worksheet was prepared to teach a lesson on geography. We duplicated a map of the West Side which was passed out to students, and an attempt was made to introduce geographical concepts in a familiar context.

The group lesson was on map reading. The students were asked to locate familiar landmarks on the duplicated maps. Directions, the compass, scale, index, and streets were taught in one lesson. The students were able to answer questions and some skills transferred to historical maps.

- -

Student's Name ____________________

Date ____________________

Score ____________________

PHASE I WORKSHEET FOR LARGE GROUP SESSION ...READING A MAP

1. Can you spell the names of the Streets in Your Neighborhood?

1. Summit 2. Broadway
3. Wyandotte 4. Baltimore
5. West Pennway 6. Pennsylvania
7. Terrace 8. Jefferson

9. Genesee 10. Mercier

11. Liberty 12. Eighteenth

13. Central 14. Holly

15. Bell 16. Wyoming

17. Washington 18. Twentieth

19. Belleview 20. Seventeenth

II. East, West, North or South?
Below, are listed the same street names which you just reviewed in a trial test. You will notice that they look strange. This is because they are scrambled. Your job will be to unscramble them. (HINT: The first letter of each name is capitalized). These streets run either north or south or east and west. After you unscramble each one, write N&S if it is a atreet that runs north and south or write E&W if it is a street that runs east and west. Some streets don't run E&W or N&S but run DIAGONALLY (look up the word in the dictionary); after this kind of street write "D".

1. umimSt Summit NS
2. rdwyaBoa Broadway NS
3. yntedWaot Wyandotte NS
4. rdwyaBoa Broadway NS
5. eloiaBtmr Baltimore NS
6. lnerCta Central NS
7. leiweBlve Belleview NS
8. lyHlo Holly NS
9. reicMre Mercier NS
10. igteethEhn Eighteenth EW

a) Most of the streets which have names run in the direction of N and S.
b) Most of the streets which have numbers run in the directions of E and W.

III. Circle the things below which a map shows and discuss the meanings of the terms with your teacher.

DIRECTION ALTITUDE STREETS BUILDING SIZES

PEOPLE DISTANCE LOCATION ADDRESSES

HEIGHTH CHURCHES SEASONS SITES WATER

WIND CURRENTS SCHOOLS POPULATION BORDERS

AUTOMOBILES TRAFFIC SIGNALS ROUTES

A. Which of the above does all maps show: ______________

____

Which of the above does a special map show: ______________

____

Which of the above does NO map show (ordinarily): __________

____

2) In November I distributed a test dealing with personal prejudices. I did not collect each child's answers, but rather collected thirty anonymous responses from among students in six classes. We used these thirty as a basis for discussion.

Previous to the test we discussed prejudices, the meaning of the word and their own prejudices when it came to food, dress, drink, etc. It was not until later that we discussed prejudice toward people and groups. Since the copy was a little dim (when shown on the overhead projector), I read each item to the students and they checked answers on their paper. I went rather rapidly so that I felt that they were checking their first impression and would not stop to consider a "better" choice.

I feel that this was a most profitable lesson in that we can draw on it for the whole year. It has probably opened their eyes to their own prejudices and may perhaps make them more tolerant of others.

Teacher: Mrs. E. Stenson

Seventh Grade - Common Learnings

The following page shows a "home-made" crossword puzzle consisting of words from the seventh grade spelling list. Such puzzles can be quickly constructed and duplicated. The teacher who devised it found that such puzzles enabled him to sustain more continuous interest in spelling and related language activities.

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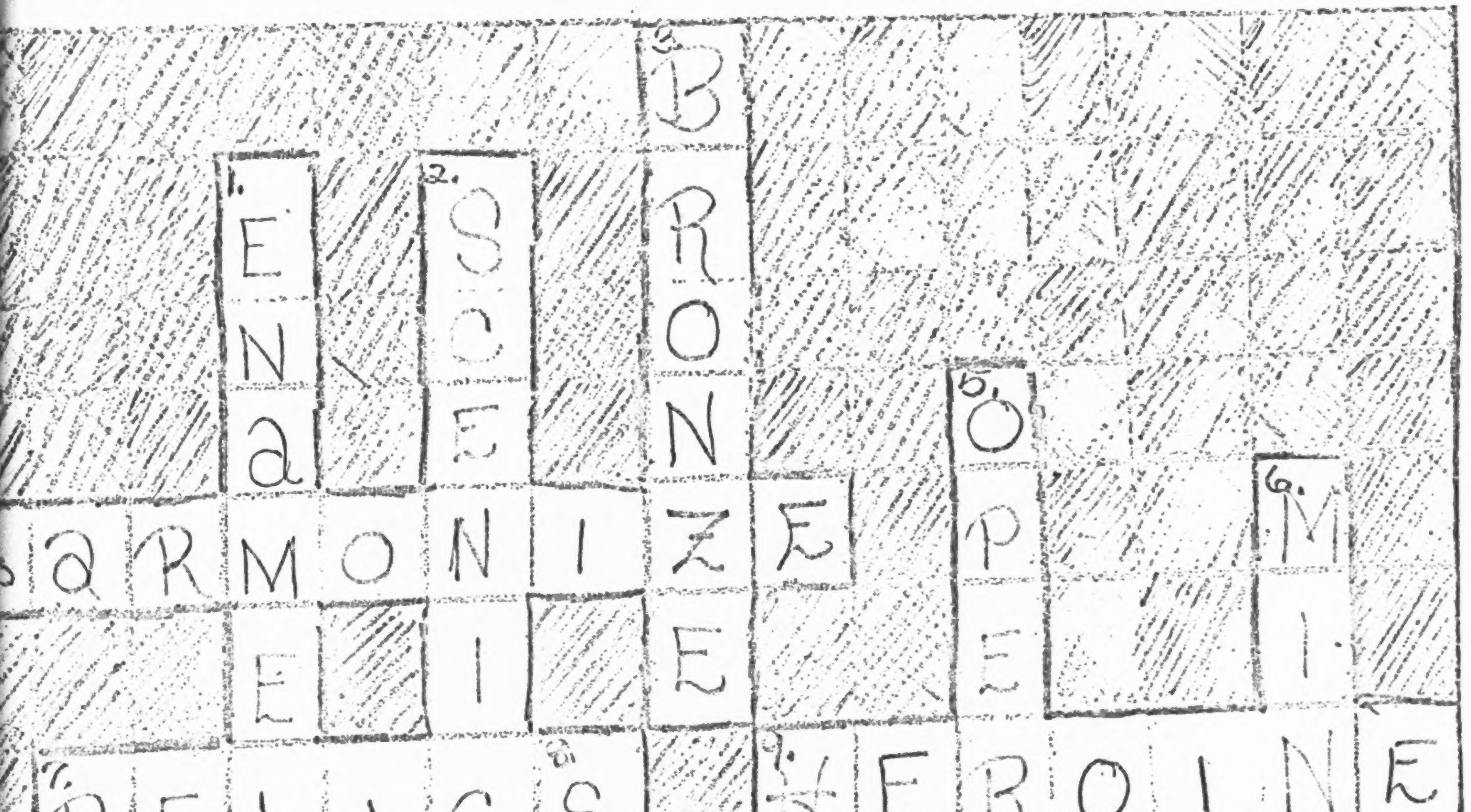
(See attached page)

Teacher: Mr. L. Marsh


1. ENaMEL
2. SCENIC
3. BRONZE
aRMONIZE
5. OPERETTa
6. MINUETS
7. RELICS
8. STUDIO
9. HEROINE
10. EXQUISITE
11. IMITaTES

Ninth Grade - English

1) The duplicated materials on the next pages were used by an English teacher who introduced a play titled "The Questioning of Nick" about a low-income teenager who gets in trouble with the police. After her students had dramatized the play and analyzed its meaning, she followed up by preparing these materials aimed at developing understanding and communicating knowledge involving drama and its place in the ninth grade English curriculum.

The general method used to prepare this type of lesson, in the words of the teacher who prepared it, is explained below.

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The transparencies were prepared from "paste-up layouts" constructed of pieces clipped from old workbooks and articles and advertisements taken from newspapers and magazines. In some lessons, points of emphasis, discussion questions, or assignment directions were written on the transparency during the presentation. In others, the directions, points, rules, or concepts stressed were typed or written in advance, and included in the layout. This latter step was taken when "ditto masters" were given to each student to be used as a work sheet in some assignments. These sheets were returned to the students, after checking, to be kept in his or her notebook for future reference.

Worksheet for The Questioning of Nick

A. Three types of Drama Conflict
   1. Man vs Man
   2. Man vs Society
   3. Man vs Self

B. Type Casting
   You are the director. You are casting an actor to fit the mood of this type of character. You must understand the character.

   1. In which type of conflict do you see him? ______

   ____

   2. His name is ______________________________

   3. He lives in ______________________________

   4. His nationality is _________________________

5. He hopes to become ______________________

Now write a descriptive paragraph about the character. Include the name and all information you have given in the above five questions.

PRODUCING A PLAY

A. ORGANIZATION - A production requires first of all an organization and staff, as follows:

1. A producer - to bring together all aspects of the play. ______________________

2. A house committee - to care for the auditorium and stage during rehearsal and performance.

____

____

____

3. The actors - ______________________

____

____

4. A stage manager - to supervise all stage arrangements.

____

5. A scenic production staff. ______________________

____

6. A property man. ______________________

7. The sound staff. ______________________

____

8. The lighting staff. ______________________

____

9. The costume staff. ______________________

____

10. The make-up staff. ______________________________

____

11. The business staff. ______________________________

____

12. The publicity committee. __________________________

____

13. A program committee. ____________________________

____

No one job is more important than the other, and poor performance of any can destroy a production. Teamwork is essential.

B. PREPARING FOR PRODUCTION

Before casting a play, the director should thoroughly read and understand the play; that is the plot development, the theme, the characters, the requirements of the stage, setting, lighting, sound and costuming.
The play should be read and understood by the entire staff. The director is the final authority.

C. REHEARSAL

A careful schedule should be drawn up and maintained by all. No member should be excused from any rehearsal in which he is involved.

There are several types of rehearsals:

1. Preliminary reading
2. Blocking - for stage grouping
3. Coaching - perfecting individual performances
4. Technical - coordination of all acting lighting, sound, settings and all details. A record is kept by the stage manager and the director and assistant director.
5. Dress rehearsal - The last rehearsal before the performance.

D. THE STAGE - The stage is divided into the following acting areas:

up right	up center	up left
down right	down center	down left

E. SCENERY - There are several basic types of scenery. Curtains alone can be most effective. When they surround the playing area they are called a cyclorama. Assisted by light and shadow they can suggest vast spaces or a confined prison cell.

F. LIGHTING - artificial lighting is used to illuminate the stage, set the mood, build dramatic effectiveness, and give information about time, weather, etc.

Four types of lighting normally used:

1. floodlighting - to illuminate

2. spotlighting - to consentrate light

3. striplighting - from the floor or above to wipe out shadows or produce backlights.

4. special lighting - to give effects such as lamplight, sunlight through a window.

G. COSTUMING - A careful inventory should be kept so that each article can be located instantly. Of course all items should be stored and returned clean and protected from dust.

H. FURNITURE AND PROPERTIES - These should be collected, stored and inventoried. Borrowed items should be handled with special care.

I. SOUND EFFECTS - If phonograph records are used, they should be checked for clearness. If a certain stop on the record is desired it should be marked with a dot of waxed crayon. When a great many sound effects are used it is best to record them on a tape recorder.

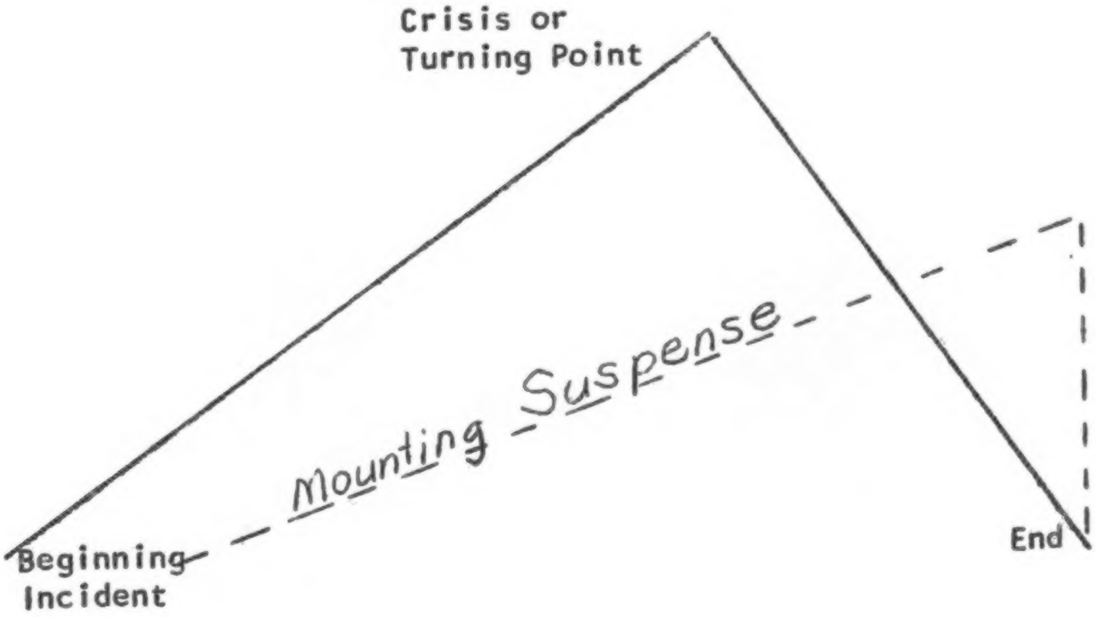
UNDERSTANDING THE PLAY

The basic framework of a play depends upon conflict. This conflict may be:

1. man against man
2. man against society or universal forces
3. man against himself

Often the best plays have been built on the third type of conflict.

The play begins where this contest first appears and ends when the decision has been made.



2) The material quoted below includes this ninth grade English teacher's explanation of how she used cartoons which were projected on a screen and duplicated for class-wide distribution in stimulating verbal expression and introducing subject matter in a way that might create and maintain a high level of interest among her slow-learning students. An example of one of the duplicated cartoon-worksheets is also included.

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Lesson on "What's Happening?"

A. WRITING LESSON OBJECTIVE
   1. Imaginative and descriptive writing

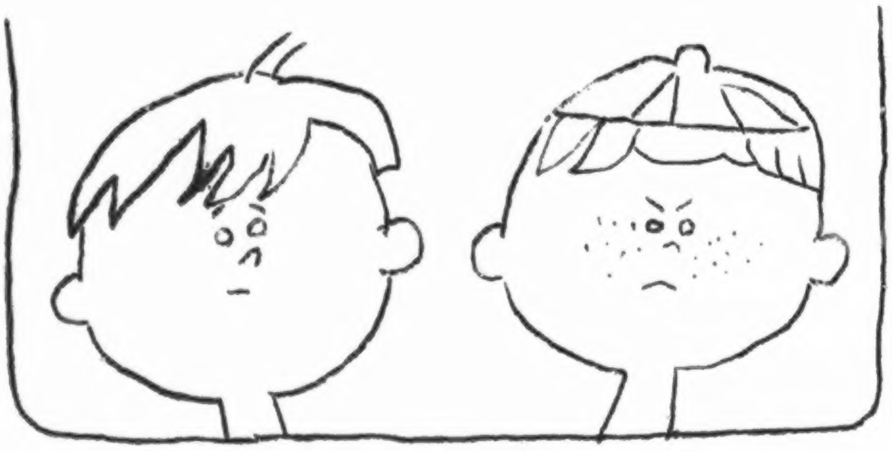
B. CURRICULUM CONTENT
   1. Writing a complete sentence
   2. Paragraph development

C. DISCUSSION TOPIC
   1. Making friends
   2. Getting along with others

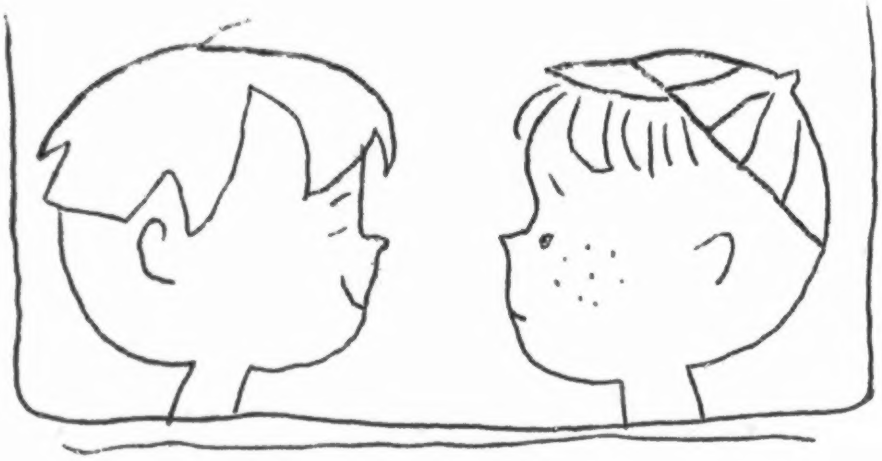
D. MATERIALS
   1. Overhead projector, and duplicating machines.

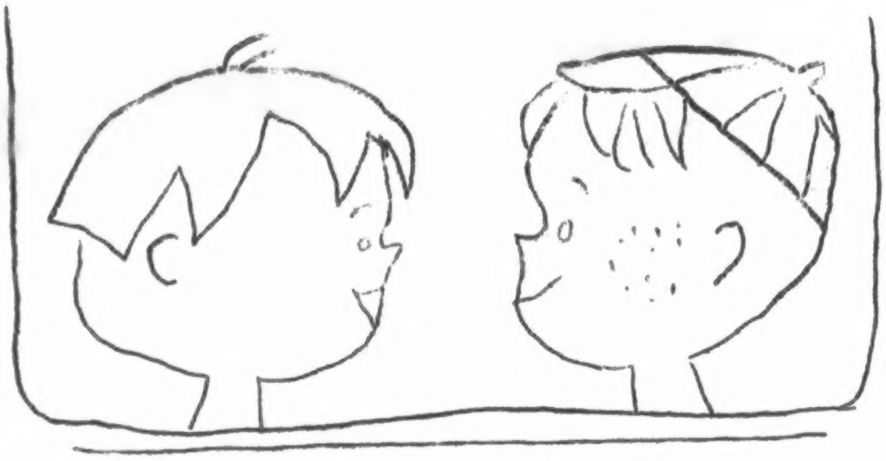
E. COMMENT

Cartoon figures were clipped from a magazine advertisement. The questions used as a writing base were written on the transparency during the discussion. The students were asked to create a story about the pictures, and to explain what was happening in the cartoon sequence; to include a description of the people, where they lived, their relationship, conversation, etc.



What's Happening?





1. Who are these people? How old are they? What are they like? What kind of people are they?

2. What do they look like? What are they wearing?

3. What are they doing? Why are they doing it? What's happening?

3) The material quoted below describes another lesson which utilized duplicating and audio-visual equipment to develop student-centered activities in which disadvantaged ninth graders were encouraged to become aware of the world around them while acquiring basic skills related to the general objectives of the English curriculum.

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The attached article from Scope magazine was read and discussed. The front cover of the magazine, a symbolic Christmas card, was used as a visual representation of suggestion, imagery and concise expression.

The transparency was then placed on the overhead projector, and the poem read and discussed. The poem used for the transparency was clipped from an old magazine.

The assignment given was to observe some particular person at home, and some of their curious habits, then to compose a poem about that person and his habits. An alternative was given if the poetry assignment seemed too difficult. A brief sketch about the person observed was considered acceptable.

"the world is changing. . . and"

"I never finish anything," says 17-year-old Toni Bonica. "I don't know why."

Until last June, Toni was as quick to quit school or a job, as she was to walk out of a movie she didn't like. It was then that she found out about the Neighborhood Youth Corps. Through it, she got a job with the Knickerbocker Creative Theatre Foundation in New York City.

At the Knickerbooker Theatre, Toni helps design sets and costumes. She gets paid $32 a week for doing what she enjoys. While she is supposed to work six hours a day, she works many more.

"A lot of the kids put in extra time," she says, "especially when a show is on. But we all like it."

Toni's desk is covered with half-finished drawings and paintings. She taught herself most of what she knows about art and design.

"I want to go to art school," she says. "But I'm afraid to, because I might not have enough talent. Then I'd feel lousy. Also, I don't know whether to draw, or paint, or sculpture. I like figures, and I'm probably best at that. I like people. I can copy pictures well, but I don't like to do that. I don't want to copy something someone else has done. I want to create."

Toni also likes to write. She has written a number of poems. Here is one of her favorites:

Hi there, Junior!
He gets his head together, so he calls it.
(He has no other way of doing it, poor little boy.)
He gets high, higher than the sky,
Better, bigger, stronger than you or I.

Hey Junior, what's happening?
Why, you laughing? Laughing at me?
You're always goofing.
Say, listen, where are you going?
I'll catch you here,
In five or ten years -- right here.
That's what's happening, Junior, little boy.

"When I'm writing a poem," she says, "it's as though there's music to it in my head. I can't remember the tunes later. They just come to me when I'm writing."

Toni's mother and father were divorced when Toni was four. Her mother is a piece worker in a factory. Her sister Josephine, 19, is a model.

"She used to draw all the time," Toni says. "She's the one who started me drawing. I worked a lot with clay, too. Remember animal crackers? I used to take clay and sculpture animals like that.

"I like animals, especially dogs. But when I was small I couldn't have a dog. You have to feed them, and our money was low. Animals are so different from people, because they have no prejudices. You can be poor and your clothes can be ripped. But if you have a dog, the dog doesn't know you're poor. You could be a millionaire and the dog would still love you the same way. People could learn a lot from watching animals."

Through seventh grade, Toni Bonica was an honor roll student with a 98 average. "I loused up in eighth grade," she says. "I had an appendix operation, and I was out for two months. When I went back, I had to make up the work and still keep up with the class. It was hard, and I just quit trying. So I was left back."

Toni repeated eighth grade, but was bitter about it. In the middle of the ninth grade, she switched to another school. She stayed for two months.

"Then I just cut out," she says. "I got a job as a biller typist -- and I hate math! I couldn't type either. I don't why they hired me. I guess I made a nice impression - neat and all.

"At first, I only typed about 24 words a minute, but it started getting better. I brought home $42 the first week, and $46 the second week. And then a month later, I quit. Why? The manager wanted to train me for the business, but that wasn't what I wanted to do."

(See attached page)

Teacher: Mrs. V. Pell

What's
Happening??

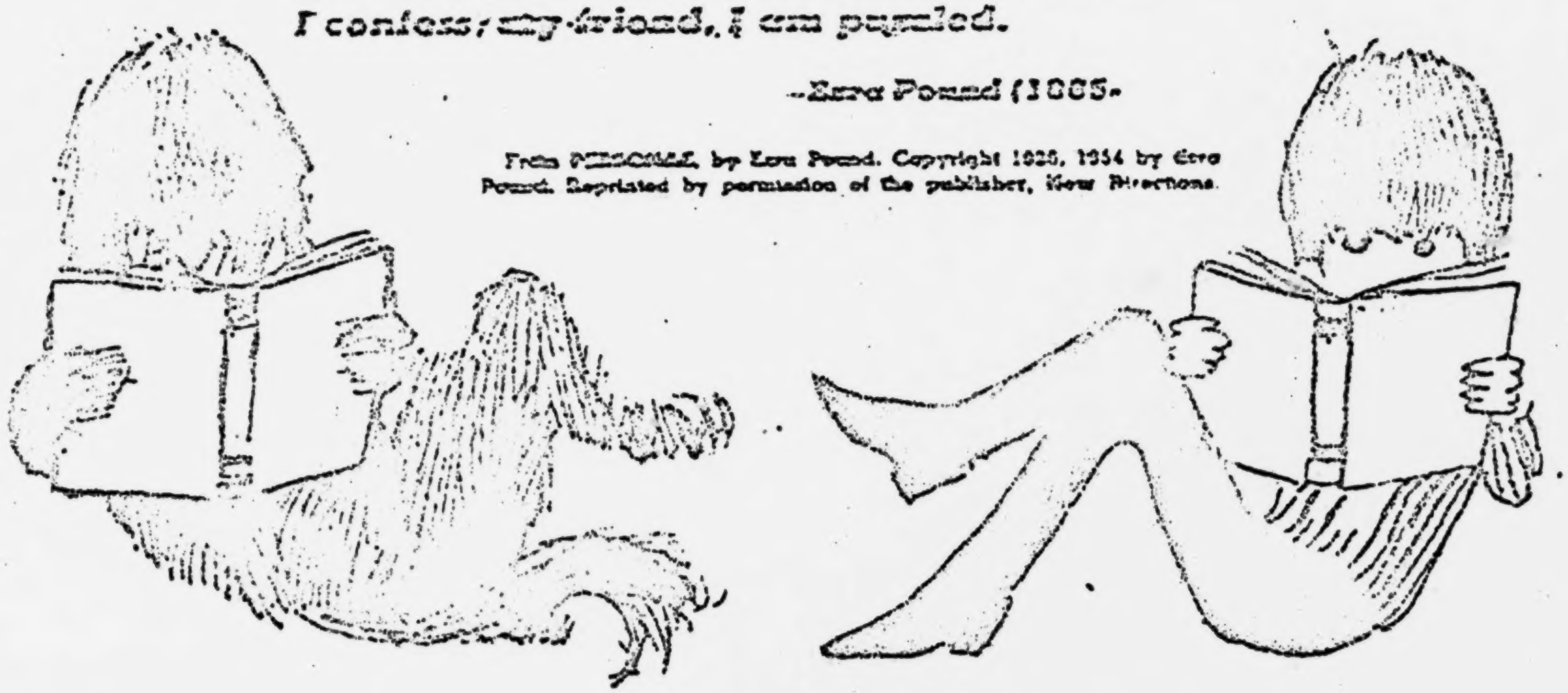
Meditatio

When I carefully consider the curious habits
  of dogs
I am compelled to conclude
That man is the superior animal.

When I consider the curious habits of man
I confess, my friend, I am puzzled.

—Ezra Pound (1885-

From PERSONAE, by Ezra Pound. Copyright 1926, 1954 by Ezra Pound. Reprinted by permission of the publisher, New Directions.



Junior High School - Art

1) The following material is quoted from an art teacher's account of how an assignment given as part of the regular art curriculum was used as a take-off point for discussions on intergroup relations topics. It is a particularly good example of the generalization that any subject matter in the school can be made personally and socially significant for students and can take on additional "life" by relating it to real situations and problems with which teachers and students all too frequently are unwilling to concern themselves.

- -

Art and intergroup relations are a wonderful combination. There are so many ways in which to tie them together, but what project to use and just how to use it (instead of just talking about it) is another problem. My assistant and I sat down and discussed many possibilities ---- our conclusions were:

a. To use the 5th hour, 7th grade art class.
b. To do contour cuttings using black, brown, yellow and white construction paper on assorted colored construction paper backgrounds.
c. To discuss the words intergroup, relations, culture, group(s), differences and whatever word or words that might come up during the discussion.
d. To find famous works of art which portray varieties of groups and show these to the class plus cut out pictures from magazines of people and place them on the bulletin board.
e. To display the work of the class on the bulletin board
f. To have a final discussion on the completed project after the projects have been displayed upon the bulletin board.

How Contour Cutting Is Done:

1. Each student is given several half sheets of construction paper in the colors of black, brown, white and yellow.

2. Each student is given a pair of scissors.

3. A student is then chosen to pose in front of the class.

4. The class is then instructed to take one half sheet of construction paper in one hand and a pair of scissors in the other hand, look directly at the model and cut out the contour outline of the model without looking down to see what he is cutting out.

5. Each student receives a chance to model once.

6. After all cuttings are made the students placed their contour cuttings on assorted sheets of 9"x12" construction paper.

These were placed in a pleasing order on the construction paper and glued down securely.

Subsequent Discussion on Intergroup relations:

During the discussion in the classroom the students did not hesitate to express their feelings toward other groups. They talked freely and without embarrassment when asked what they were (race) and what color would represent them when they were using colored construction paper in contour cutting. "Pumping" on the meanings of some words had to be done by both my assistant and myself, but eventually we arrived at definitions of some important terms.

2) The art teacher, who prepared the following page of material, found that duplicating equipment could be a primary resource in helping her communicate the content of the art curriculum to her students. Duplicated sheets were used to explain, illustrate, and demonstrate important concepts and materials, to administer quizzes, tests, and informative exercises, to provide students with glossaries of key terms, and to communicate instructions in how to study for or carry out their assignments in the subject. The examples included below represent only a very small portion of the materials prepared by the teacher. Having retained the master stencils, by the end of the year the teacher had put together an extensive file of instructional materials which could be drawn on again and again in subsequent years.

In the words of the teacher, duplicated assignment sheets proved particularly useful because:

a. there is little blackboard space in the room.

b. each child should have an assignment right in front of him at all times.

c. when a student is absent, the assignment can be easily given when he returns

d. the steps in the assignment can be carefully, clearly, and permanently listed.

"I have found," she added, "that students do like the assignment sheets. When I now give an assignment without a sheet, they feel lost."

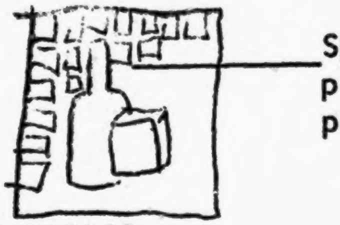
Paper Mosaics

NAME________________________

HOUR 7

WHAT IS A MOSAIC? A picture made of a variety of sizes of construction paper - glued apart from each other.

Example:



Space of air between pieces of construction paper.

HOW TO MAKE YOUR MOSAIC:

1. PLAN your design using either Animals or The Circus on 9"x12" newsprint.
2. Have design checked and okayed.
3. Transfer design to good paper by blacking back of paper with your pencil.
4. Choose your colors and cut a few squares.(construction paper).
5. Glue your squares in place.
6. After you are glued on all of your colored squared outline with a narrow black construction paper line.
7. Finish and turn in for a possible 150 points.

*Make sure your work is neat
and keep in mind would you be proud
to show your work in the show case.*

ALPHABET LETTERING

NAME________________________

MATERIALS NEEDED:

SCISSORS, GLUE, PAINT, MAGAZINES, PIECE OF WHITE CARD-BOARD

PROCEDURE IN DOING PROJECT

1. Choose one of the letters of the alphabet.

A____________________
B____________________
C____________________
D____________________
E____________________
F____________________
G____________________
H____________________
I____________________
J____________________
K____________________
L____________________
M____________________
N____________________
O____________________
P____________________
Q____________________
R____________________

S____________________
T____________________
U____________________
V____________________
W____________________
X____________________
Y____________________
Z____________________

2. Choose an object which would represent your chosen letter -- Example: An Animal

3. Make an outline drawing of your object

4. Have design okayed.

5. Transfer design onto cardboard.

6. Get a magazine and cut out your letter to fill in center of your outline drawing.
Example: If your letter was B - You would cut out all Bs.

7. Outline your drawing with paint.

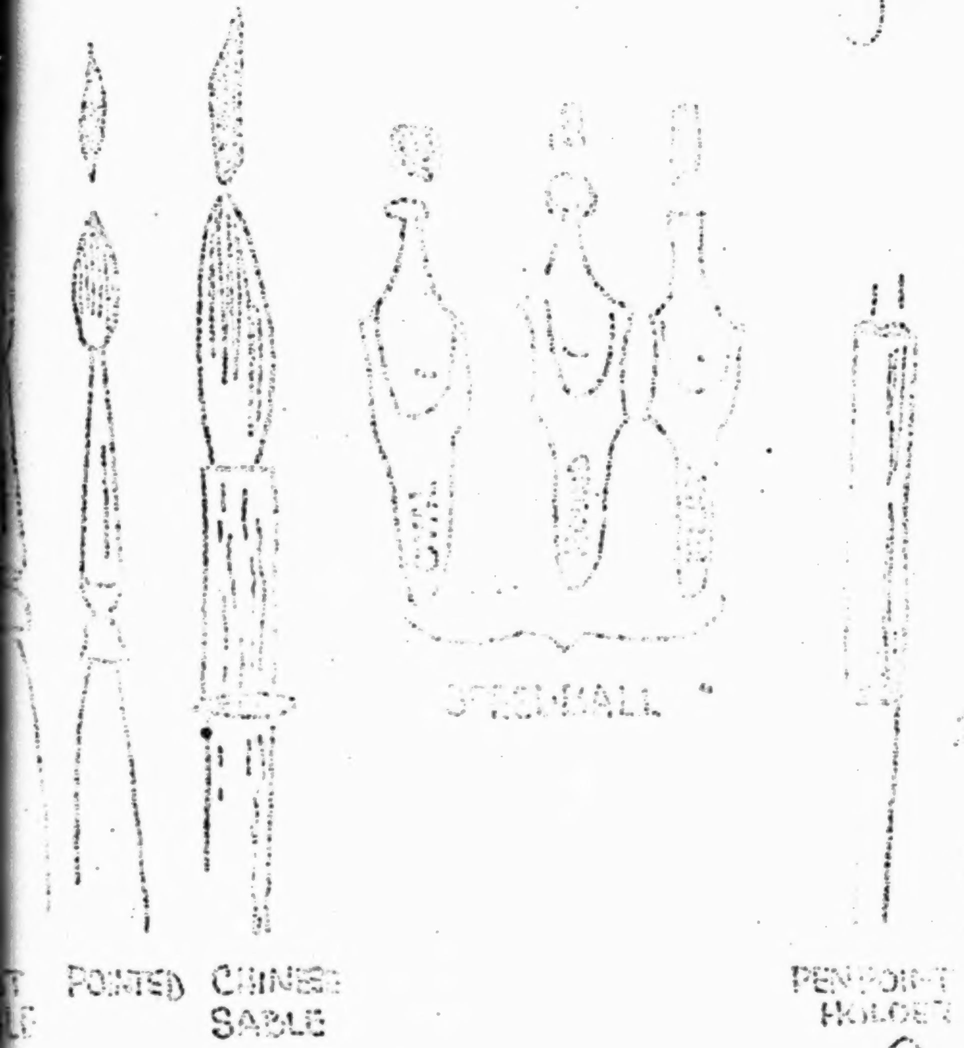
8. Glue in your letters.

*Make sure you indicate your letter on your design - Example B is for

9. Turn in for point grade - Possible 100 points.

Lettering — Tools & Equipment

NAME ____________________


POINTED
CHINESE SABLE
SPEEDBALL
PENPOINT HOLDER

1. SPEEDBALL PENS : THE ROUND TIP PRODUCES UNIFORM WEIGHTS, THE OVAL SLIGHT DIFFERENCE IN WEIGHTS AND THE SQUARE, OR FLAT, IS USED FOR BLACK LETTERS. ALL COME IN VARIOUS SIZES.

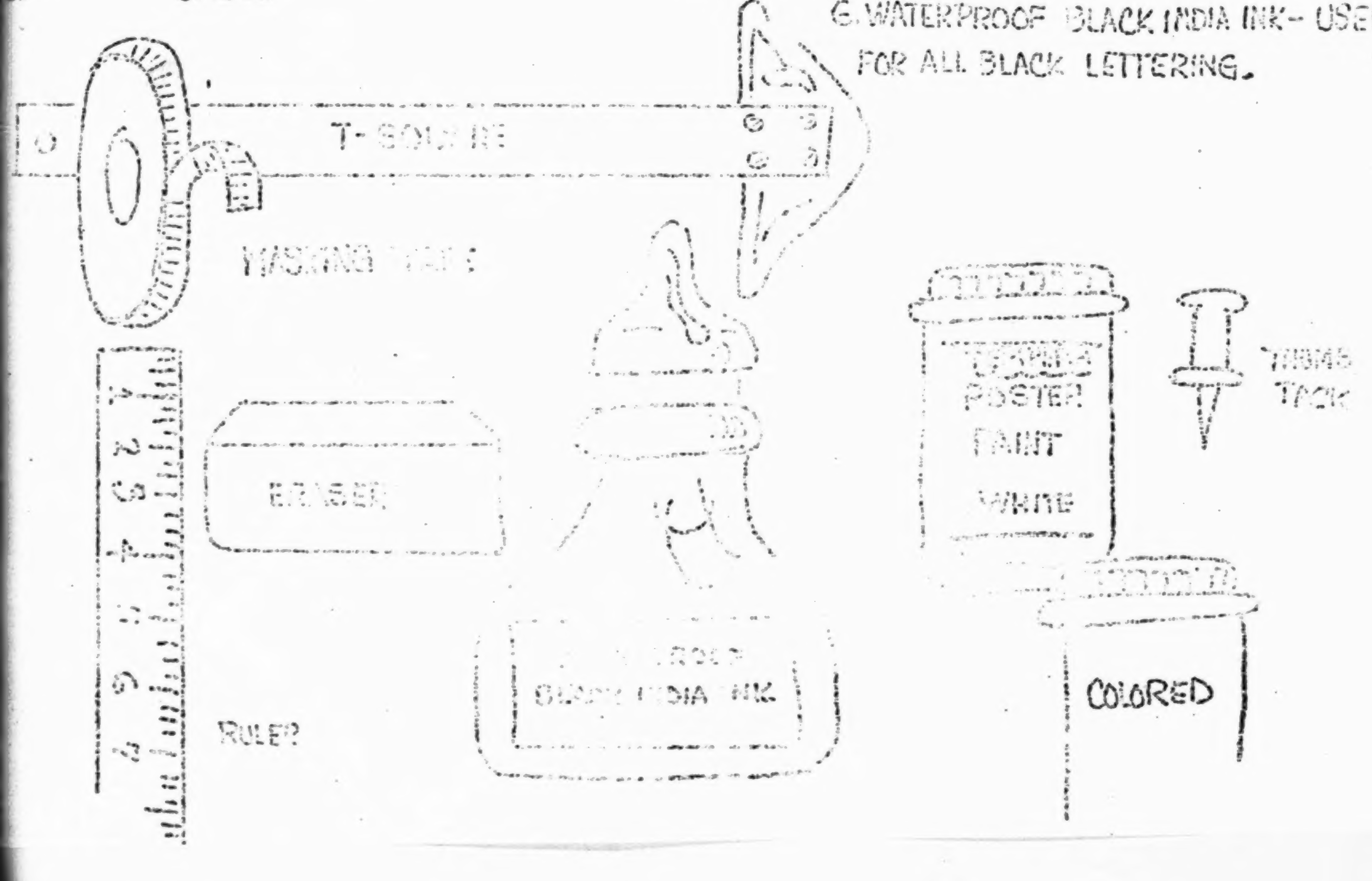
2. RULER AND T-SQUARE — FOR DRAWING GUIDE LINES.

5, WHITE TEMPERA — TOUCHING UP

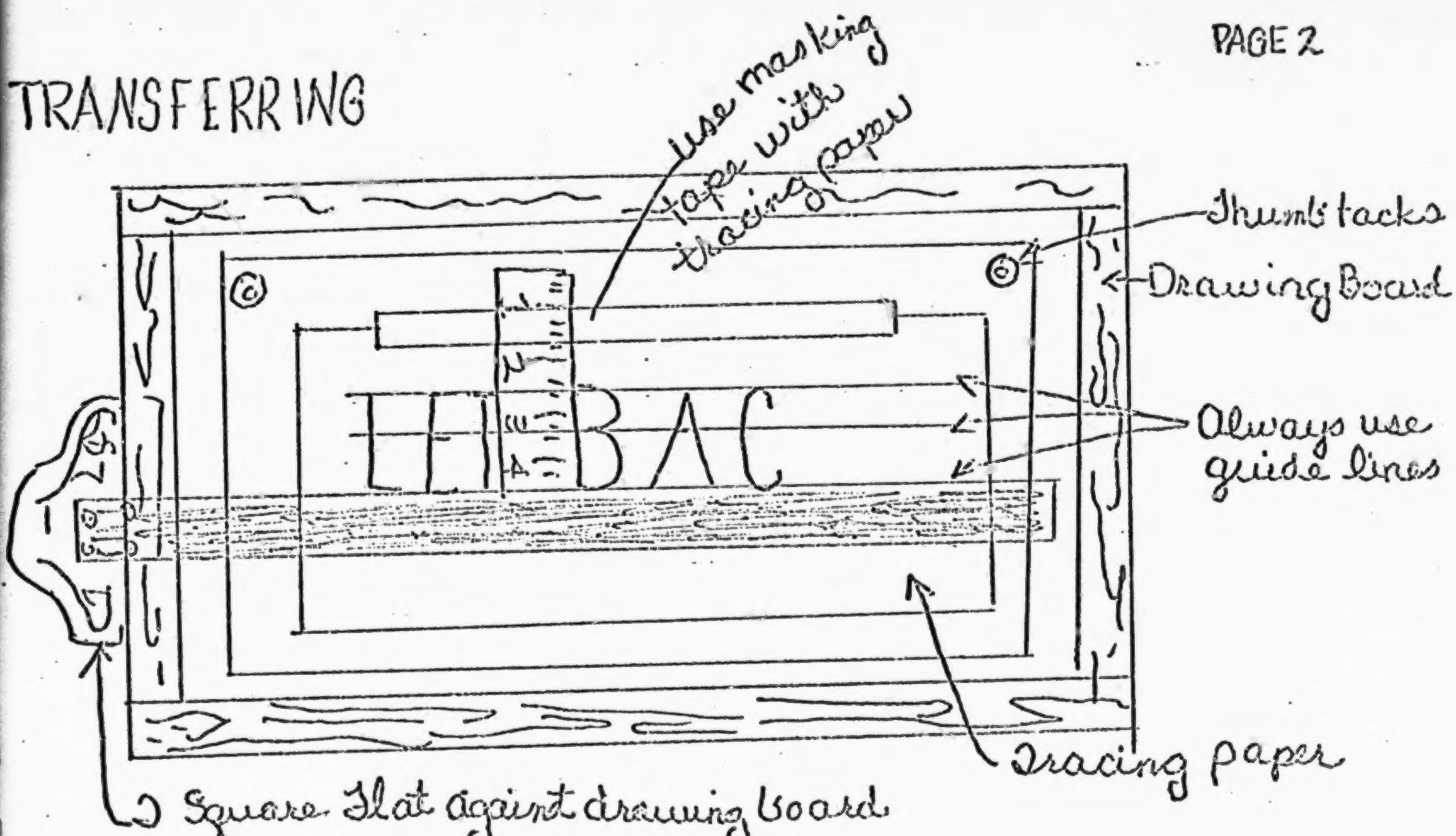
4. MASKING TAPE — TO AVOID TACK HOLES.

5. ERASER — FOR CLEAN-UP.

6. WATERPROOF BLACK INDIA INK — USED FOR ALL BLACK LETTERING.


T-SQUARE
MASKING TAPE
1
2
3
4
5
6
7
RULER
ERASER
BLACK INDIA INK
POSTER PAINT
WHITE
THUMB TACK
COLORED

TRANSFERRING


use masking tape with tracing paper
Thumb tacks
Drawing Board
LEI BAC
Always use guide lines
Tracing paper
Square Flat agaist drawing board

GOTHIC LETTERING — UPPER CASE

ABCDEFGHIJKLMMNOPQRST

/ C C I I I I C I C / I / / / / C C C C C I

narrowest letter

UVWXYYZ

C / / / / / U /

widest letter

LOWER CASE abcdefghi

c c c c c l l c l
c

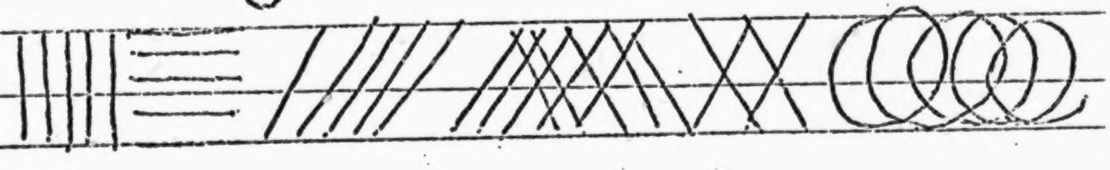
jklmnopqrstuvwxyz

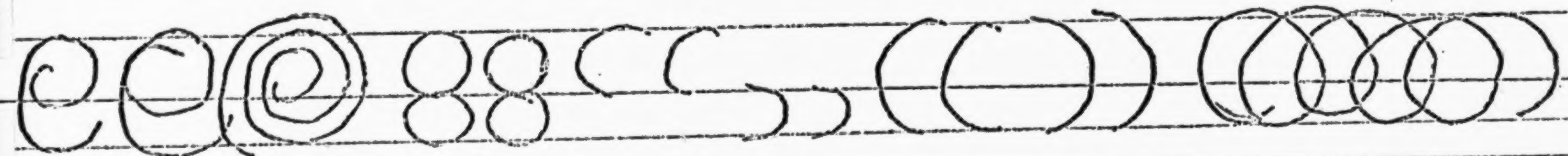
/ / l c c c c l c c l c c l c / / / / / / U /
c c c

123456789

l c c l c c / c c

PRACTICE EXERCISES



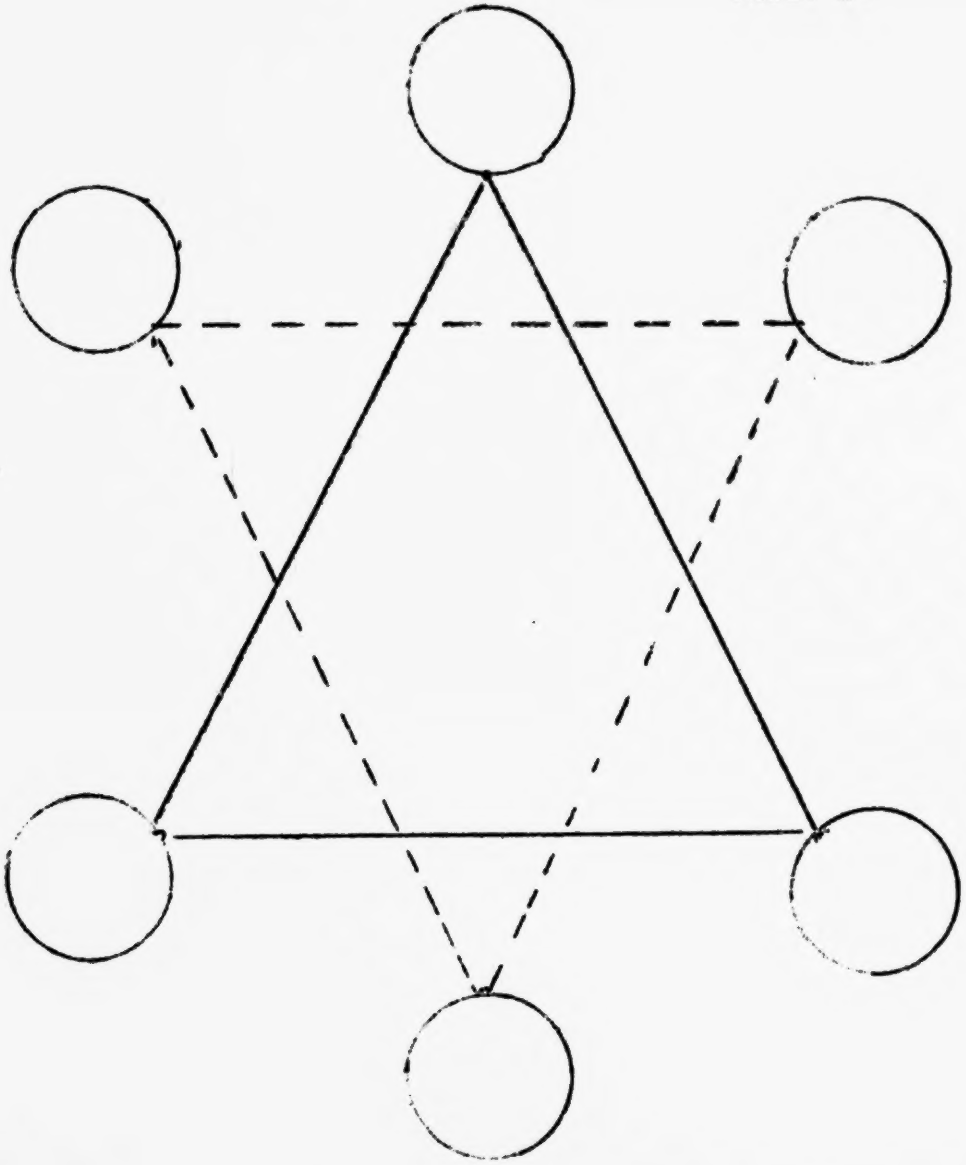


STRAIGHT LINE LETTERS = I SLANT LINE LETTERS = /

CURVE LINE LETTERS = C

NAME________________________

SHEET #1



PRIMARY & SECONDARY COLORS

Color with crayons the primary and secondary colors with the proper colors and label.

SIGN YOUR NAME BELOW FOR GLUE, SCISSORS OR A BRUSH

SCISSORS

1.______________________
2.______________________
3.______________________
4.______________________
5.______________________
6.______________________
7.______________________
8.______________________
9.______________________
10.______________________

GLUE

1.______________________
2.______________________
3.______________________
4.______________________
5.______________________

BRUSHES

1.______________________
2.______________________
3.______________________
4.______________________

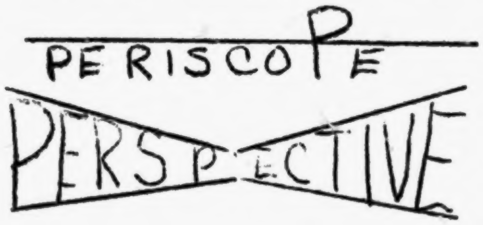
CROSS OFF YOUR NAME WHEN YOU RETURN THE BORROWED OBJECT

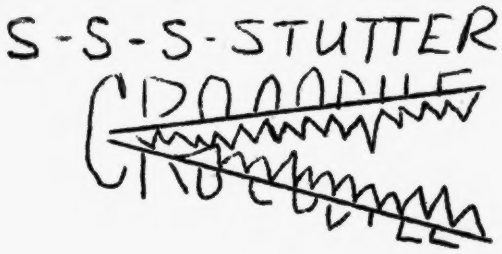
WORD PLAY

NAME______________________________

7th-8th grade - Hour 1

Think of a word in which you can illustrate or play up into a picture. See the examples below.

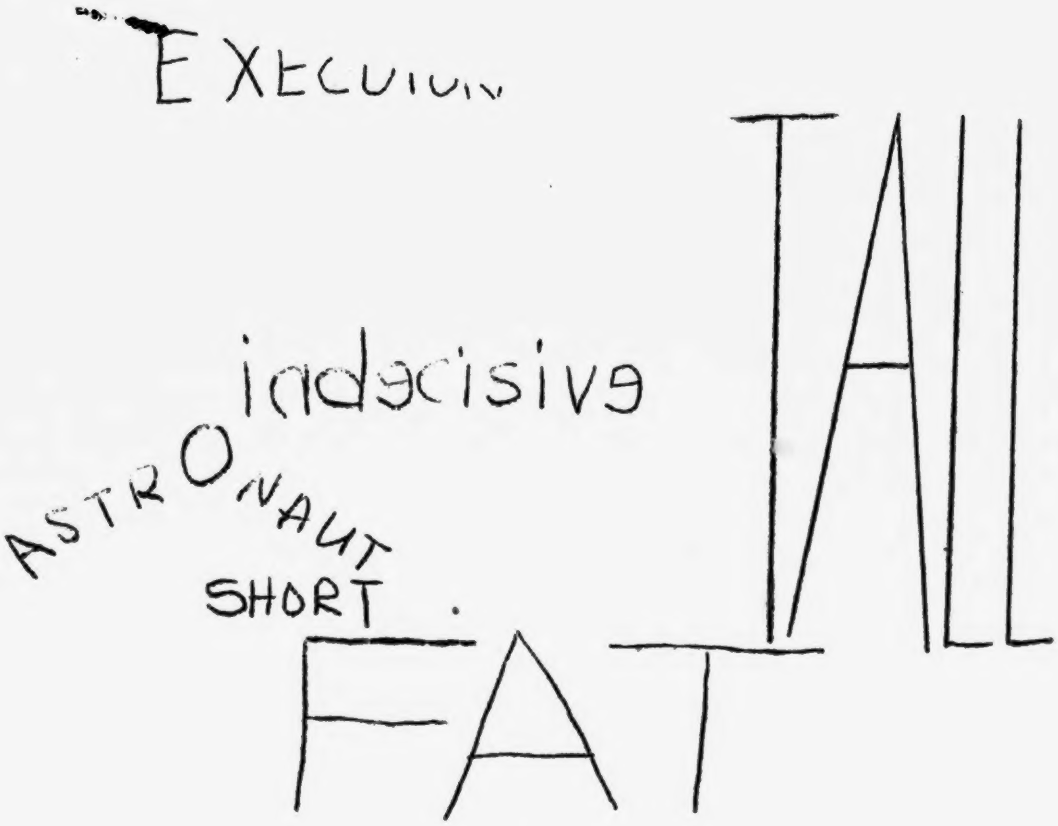

PERISCOPE
PERSPECTIVE


S-S-S-STUTTER
CROCODILE

Equipment needed: Ink(India) or tempera paint
Lettering pens or paint brushes
White paper or construction paper

Steps in making up your WORD PLAY

1. Plan your design ----- plan at least 6 designs
2. Have your design checked and okayed.
3. Make sure your lettering is perfect
4. Use the lettering book if needed.
5. Transfer your design to good paper.
6. Ink or paint, use other or different colors of construction paper if it makes your WORD PLAY in a better design.
7. Finish and turn in to be graded . . . . 100 points possible.

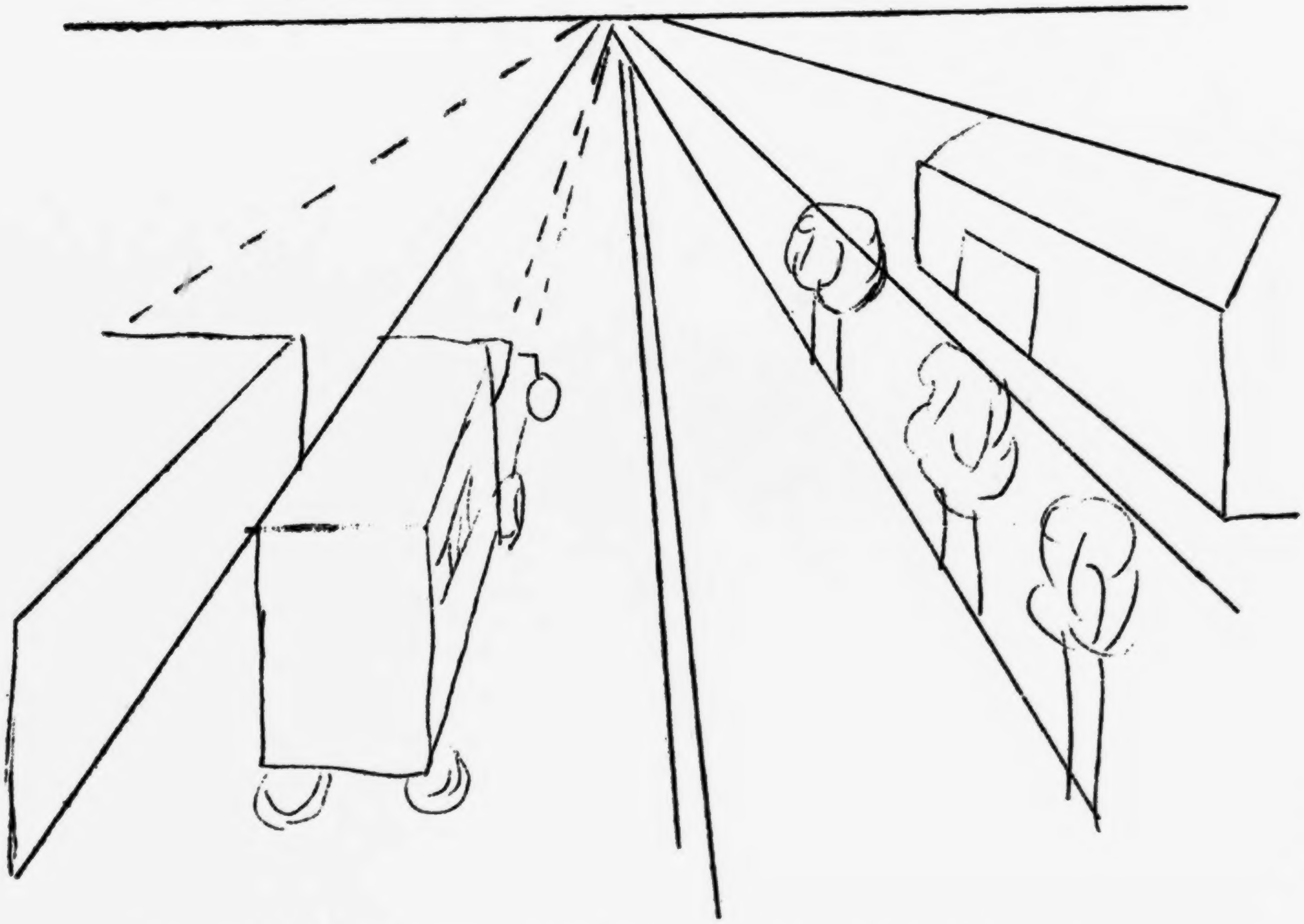

EXECUTION
indecisive
ASTRONAUT
SHORT
FAT
TALL

USING PERSPECTIVE

NAME__________________________

HOUR__________________________

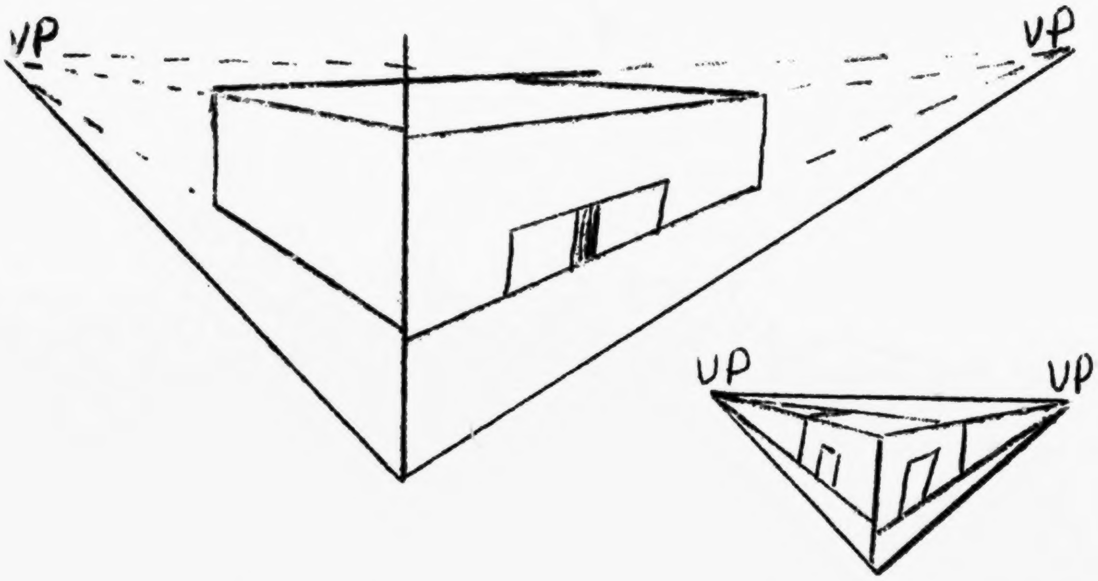
When you make a picture, you often want to make some things look close and other things look far away. To make them look right, you need to draw them in perspective. In the drawing below, you will find that one-point perspective has been used. All lines that are actually are made vertical in the drawing. But all the horizontal lines slant until they seem to meet at a point on the horizon. This point is called the vanishing point. Find the horizon line and the vanishing point in the drawing below. Objects, such as trees, look smaller as they are nearer the horizon line. Make a drawing of a road, a street, or a railroad track, using ont-point perspective. Remember to draw tall objects in the front of the picture and smaller objects far away.



Use pencil to do your drawings. Decide which things in the picture are to be near you. By drawing lines from the corner of the things you are showing, you can determine how they will appear as they go back into the picture.

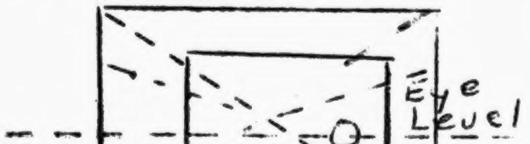
The following picture was drawn with what is known as two-point perspective. It is easier to draw buildings from the corner angle when two-point perspective is used. The line which goes across the upper part of the picture is called the horizon line. On the horizon line you will find two points marked V.P. - vanishing point. All lines for the right side of the building lead to the vanishing point on the right. All lines for the left side of the building lead to the vanishing point on the left.

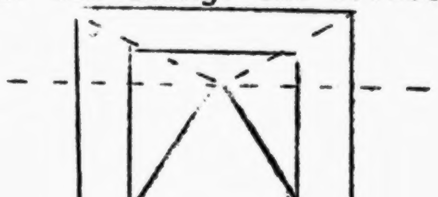
The corners of the building are drawn with vertical lines. Draw a box using two point perspective. To make one side of the box longer than the other side, draw that vertical line farther from the front corner than you draw the other vertical line.

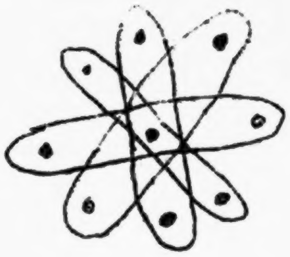


Traditionally there are two related systems of perspective; linear perspective, which is based on the relative diminution in the apparent size of the objects as they are located at greater distance from the viewing point; and aerial perspective, which is based on the apparent change in color and distinctness of objects viewed at a distance.

Although complicated geometrical schemes have been devised from linear perspective the general principle is simple. It depends principally on two conditions: the level of our eye when viewing a scene of object, which determines the "horizon" and our distance from the object. Note the difference in eye level can change the effect of a composition.







MONTAGE

NAME________________________

HOUR 4 & 7

DEFINITION OF A MONTAGE:

1. Find interesting pictures and cut out of magazines.
2. Combine into an interesting picture, but, DO NOT GLUE ANYTHING.
3. Have your design checked for arrangement of magazine pictures.
4. GLUE pictures into place.
5. Finish and turn in for a grade of a possible 100 pts.

CAUTION - BE CAREFUL OF THE FOLLOWING:

1. Check arrangement or placement for movement of line and color.
2. Does your design or arrangement of your picture look nice together?
3. Would you hang your picture up and be proud of it?

CHOOSE YOUR PICTURES CAREFULLY - PICK INTERESTING PICTURES

PICK INTERESTING COLORS - BRIGHT, EXCITING, FUN COLORS

NAME________________________

HOUR 5

RECORD COVER DESIGNS

Size 33 1/3 LP
Subject - Popular Singers of Instrumental groups.
Measurement of cover size - 12½x12½"

PROCESS OF DESIGNING YOUR COVER:

1. Plan design - make simple - try not to use faces of people - musical instruments, abstract (modern) designs, etc.
2. Have design okayed.
3. Transfer onto good paper (cardboard)
4. Go over lines lightly so you may see your lines.
5. Decide upon what you are going to paint and what you are going to do in construction paper.
6. When finished turn in for a total of 150 POINTS.

CAUTION:

LETTERING -- Use your Guide Lines____________
____
____

MAKE YOUR DESIGNS MOVE - Not just sit there. -- If this cover was up for sale would people want to buy it.

COLOR - Make your colors alive with action and movement.

Teacher: Miss A. Phillips

APPENDIX A

Content of the Saturday Training Sessions

First Session - February 5, 1966

8:00 - 8:45 - D. Levine: Statement and Review of Purpose and Operation of Overall Program
8:45 - 8:55 - R. Doll: Administration of School Profile Questionnaire
8:55 - 9:30 - R. Doll: "Analysis of Problems and Practices in Using and Preparing Consumable Materials"
9:30 - 9:45 - Coffee
9:45 -10:30 - Registration for Course Credit by Teachers. Instruction in Using Special Equipment Given to Undergraduate Assistants (Includes presentation by commercial representative)
10:30-11:15 - Instruction in Using Special Equipment Given to Teachers. (Includes presentation by commercial representative) Discussion with Undergraduates on Their Role and Function. (Includes presentation by Harold Frye, an undergraduate assistant during the fall semester, 1965-1966)
11:20-11:35 - D. Levine: Instruction on Administering Sociogram and Teacher Pupil Relationship Inventory
11:40-12:45 - Film: Marked for Failure
12:45- 1:00 - Discussion of Film
1:00 - 1:05 - Staff: Closing Remarks

Second Session - February 12, 1966

8:00 - 9:10 - R. Doll: Presentation: "Examples and Analysis of Consumable Materials for Various Grade Levels"
9:10 - 9:55 - Teachers: Discussion in three grade-level discussion groups (primary, intermediate, upper); Undergraduate assistants meet in discussion group with staff
9:55 -10:10 - Coffee
10:10-10:20 - D. Levine: General Remarks and Announcements
10:10-10:30 - Large Group Discussion
11:10-12:30 - Teachers and assistants work on preparing materials
11:10-11:30 - Primary teachers and their assistants introduced to additional equipment
11:30-12:05 - Intermediate teachers and their assistants introduced to additional equipment
12:05-12:35 - Upper-grade teachers and their assistants introduced to additional equipment
12:35- 1:00 - Discussion of problems and possibilities associated with preparation of materials

Third Session - February 26, 1966

8:00 - 8:45 - D. Levine: "Using Expendable Materials to Interest and Learn More about Students"

8:45 - 9:30 - Dr. Paul Bowman: "Materials and Approaches Which Have Proved Successful With Disadvantaged Students"

9:30 - 9:45 - Questions for Dr. Bowman

9:45 -10:00 - Coffee

10:00-11:00 - R. Doll: "Examples and Analysis of Identification and Image Stories"

11:00-12:00 - Teacher work on Identification and Image Stories; Discussion Group Meeting of Undergraduate Assistants

12:00-12:45 - Marvin Elmore: "Materials Utilized in the West Junior High School Common Learnings Team Teaching Experiment"

12:45- 1:00 - D. Levine: Review to Date

Fourth Session - March 5, 1966

8:00 - 9:10 - George Phillips: "The Use of the Opaque Projector in the Presentation of Consumable Material"

9:10 - 9:55 - Discussion

9:55 -10:10 - Coffee

10:10-10:45 - Mrs. Marjorie DeVries: "An Approach to Using Consumable Materials in the Primary Grades

10:45-11:15 - Russell Doll: "Problems Encountered in the Use of Consumable Materials and Suggestions for Institute Sessions"

11:15-12:30 - Work on Materials

12:30- 1:00 - Mrs. Alta Trutzel: "Methods and Consumable Materials in a Primary Grade Project."

Fifth Session - March 12, 1966

8:00 - 8:50 - D. Levine: "Introduction to Program in Coming Weeks and Distribution of Duplicated Material"

8:50 - 9:30 - Shirley Fulda: "Examples of Language Arts Experiments in a Switzer Sixth-Grade Classroom"

9:35 - 9:50 - Coffee

9:50 10:20 - Mrs. Russell and Mrs. Cunningham: "Examples of sing Duplicated Materials in Follow-up on Field Trips"

Fifth Session - March 12, 1966 (Cont'd.)

10:20-11:30 - Mr. Henry Infante and three additional representatives of the Mexican-American Organization for Progress:
Mrs. Rot: "How Teachers can be Sensitive to the Needs of the Mexican-American Child"
Mrs. Robles: "A Parent's View of the Mexican-American Child and his Reaction to School and Society"
Miss Rodriquez: "Concerns for Social Justice Among Mexican-Americans"
Discussion
11:30-11:50 - Distribution of Materials and Free Discussion
11:50- 1:00 - Films: Brotherhood of Man
Color of Man
One People
Picture In Your Mind

Sixth Session - March 26, 1966

8:00 - 9:00 - Dan Levine: 'The Psychology of Low-Income Minority Groups in an Affluent Society, and its Implications for Curriculum Materials in the School"
9:00 - 9:45 - Discussion
9:45 - 10:00- Coffee
10:00-10:45 - R. Doll: Review of Work to date
10:45-12:15 - Work on Materials

12:15-12:35 - Report from Committee of Undergraduate Assistants
12:35- 1:00 - Announcements, distribution of materials and supplies, group planning for future sessions.

Seventh Session:- April 2, 1966

8:00 - 8:45 - G. Phillips: "Using Audiovisual Aids to Support Instructional Objectives."
8:45 - 9:00 - Questions
9:00 - 9:10 - D. Levine: Announcements
9:10 - 9:30 - R. Doll: Review of Work to date (Conclusion)
9:30 - 9:50 - Coffee
9:50 -11:25 - Dan Levine: "Choosing and Utilizing Multi-Ethnic Materials and Materials on the History and Status of Minority Groups"
11:25-12:30 - Work on materials, examination of multi-ethnic materials, and Instruction on equipment.
12:30- 1:00 - Discussion

Eighth Session - April 16, 1966

8:00 - 8:30 - D. Levine: "Policy Encouragement from the Central Office on Departing from the Standard Curriculum"
8:30 - 9:15 - R. Doll: "Dynamics of Teaching in a Disadvantaged School: Maintaining Enthusiasm in the Inner-City School"
9:15 - 9:30 - Comments and Discussion
9:30 - 9:45 - Coffee
9:45 -11:00 - R. Doll: "A Step-By-Step Demonstration of How to Modify and Prepare Curriculum Materials in Carrying Out Our Project"
11:00-12:50 - Grade-level groups work on preparing and modifying materials.
12:50- 1:00 - Review and Discussion

Ninth Session - Saturday, April 23, 1966

8:00 - 9:00 - R. Doll: "Building Lessons on Comic Books and Other Materials Familiar to Low-Income Youngsters," "Demonstration on Supplementing Lessons with Magazine Pictures."
9:00 - 9:15 - Questions and Discussion
9:15 -10:00 - Carol Duncan: "Teacher-Constructed Materials to Build Self-Image."
10:00-10:15 - Coffee
10:15-11:15 - Marvin Elmore and Edith Stenson: "Involving Children in Writing and Producing Plays Based on Published Stories."
11:15-11:30 - Planning for work on materials
11:30-12:45 - Work on materials
12:45- 1:00 - Planning and Discussion

Tenth Session - May 7th, 1966

8:00 - 9:15 - R. Doll: "Understanding the Neighborhood of Disadvantaged Youth"
9:15 - 10:00- Grade Level Discussions on Possible Approaches to Preparing Materials
10:00-10:15 - Coffee
10:15-11:00 - Mrs. Lena O'Neal: "Examples of Projects and Activities to Broaden the Horizon of Disadvantaged Youth"
11:00-11:45 - Robert J. Havighurst: "Learning Potential in Disadvantaged Youth: The Case for Continued Commitment"
11:45-12:45 - Work on Materials
12:45- 1:00 - Planning for next meeting.

Eleventh Session - May 14, 1966

8:00 - 9:15 - Harriet Guthrie: Group Discussion on the Teaching of Reading.
9:15 -10:15 - Ruth Illmer: "Language Development and Reading Readiness"
10:15-10:30 - Coffee
10:30-11:30 - Ruth Illmer: "Language Development through Puppetry"
11:30-12:45 - Work Groups for construction of Puppets
  1st and 2nd grade teachers, Group 1) Work in
  3rd and 4th grade teachers, Group 2) room 104
  5th and 6th grade teachers, Group 3) Work in
  7th and 8th grade teachers, Group 4) room 106
12:45- 1:00 - Announcements and Questions

Twelfth Session - May 21, 1966

8:00 - 8:30 - G. Phillips: "The Practical Use of Audio-Visual Aids to Answer Teaching Problems"
8:30 - 9:00 - D. Levine: "Modifying Children's Language Without Harming Their Self-Concepts"
- R. Doll: "Teachers' Reactions to the Use of Comic Books to Teaching Language Arts"
9:00 - 9:45 - Juanita Husser: "Involvement of the Faculty in the Neighborhood: Home Visitations"
9:45 -10:00 - Coffee
10:00-11:00 - Marvin Elmore: "Using Student Magazines in the Teaching of the Language Arts"
- Miss Phillips: "Consumable Materials Approach in Art Education"
11:00-11:10 - Miss Douglas: "The Uses of the Identification Story with a Group of Slow Learners"
11:10-11:30 - Miss Russell: "Examples of Approaches to Language Arts Instruction with the Use of Comic Books"
11:30-12:45 - Work on materials
12:45- 1:00 - Announcements and Discussion

Thirteenth Session - June 4, 1966

8:00 - 8:20 - G. Phillips: "Audio Visual Aids and Instructional Practices: Looking Ahead to Next Semester"
8:20 - 8:50 - Wilma Cunningham: "Dramatizing Curriculum Material to Stimulate Language Usage"
8:50 - 9:15 - Marjorie Rickson: "Use of Consumable Materials to Build Interest"
9:15 - 9:25 - Shirley Fulda: "Strengthening Self-Concept by Means of a Field Trip"
9:25 - 9:35 - Coffee
9:35 - 10:20 - Questionnaire

Thirteenth Session - June 4, 1966 (Cont'd.)

10:20-11:20 - D. Levine: "Review of Our Work This Semester"
11:20-12:05 - Formation and Meeting of Committees for Future Planning
12:05-12:30 - R. Doll: "Strengthening Communication Between Student and Teacher"
12:30- 1:00 - Review

Fourteenth Session - September 24. 1966

8:00 - 8:45 - D. Levine: Review of previous semester and preview of coming semester
8:45 - 9:45 - Teachers meet in pairs with their aides for planning and clarification of assignments.
9:45 -10:00 - Coffee
10:00-11:15 - Aides work on learning to use the equipment
Teachers' Committee reorganized to incorporate new participants;
Committees meet to prepare schedule and plans for the semester.
11:15-12:00 - G. Phillips: "Principles to keep in Mind in Using Audiovisual and Related Equipment"
12:00-12:45 - Small group discussion on manifestation of self-concept and intergroup relations problems in the classroom.
12:45- 1:00 - Reports from the small group and large group discussion.

Fifteenth Session - October 1, 1966

8:00 - 9:00 - Planning: Committees and Physical Arrangements
9:00 - 9:45 - R. Doll: "Perspectives on Integration in School and Society"
9:45 -10:00 - Coffee
10:00-10:45 - Robert Wheeler: "Plans to Improve the Education of Disadvantaged Youth in the Kansas City Schools:
(Meeting of Teachers' Committees
10:45-11:45 - (
(Aides Work on Equipment
(Meeting of Aides
11:45-12:45 - (
(Teachers Work on Equipment
12:45- 1:00 - D. Levine: "Focus on Human Relations in the Westside Workshop"

Sixteenth Session - October 15, 1966

8:00 - 8:30 - R. Doll: "Uses, Abuses, and Pitfalls of the I.Q. Test"
8:30 - 9:30 - D. Levine: "Overview of the Remaining Semester: Interrelations Between Intellectual and Social Effects of Poverty, and their Implications for a Human Relations Curriculum"
9:30 - 9:45 - Coffee
9:45 -10:45 - Teachers working on AV Equipment; Meeting of Aides
10:45-11:45 - Aides working on AV Equipment; Teqchers Working on Classroom Materials
11:45-12:40 - Committee meetings; Student Aides working on Materials for Teachers
12:40- 1:00 - Announcements and Large Group Planning

Seventeenth Session - October 22, 1966

8:00 - 9:15 - D. Levine: "Specific Curriculum Activities to Implement Broad Human Relations Objectives: Rationale and Examples"
9:15 - 9:45 - Mrs. MaryBeth Swartz: "Human Relations Projects Underway and Completed at Southeast Junior High School"
9:45 -10:00 - Coffee
10:00-11:15 - Committee Reports
11:15-12:00 - Work on Materials in Teachers' Room - Aides Assist
12:00-12:50 - G. Phillips: "Proper Use of Audiovisual Equipment to Accomplish Instructional Objectives"
12:50- 1:00 - Discussion and Preview

Eighteenth Session - October 29, 1966

8:00 - 9:15 - D. Levine: "Examples of Specific Lessons for Improving the Self Concept of Minority Group Students"
9:15 - 9:30 - Film: Man and His Culture
9:30 - 9:45 - R. Doll: "Causes of Prejudice and Their Implications for Classroom Teaching"
9:45 -10:00 - Coffee
10:00-11:15 - Small and Large Group Discussions on Classroom Control and Motivation
11:15-12:00 - Committee Meetings - Aides with Dan Levine
12:00-12:45 - Work on Materials
12:45- 1:00 - Announcements and Group Planning

Nineteenth Session - November 12, 1966

8:00 - 8:15 - Attendance - Collection of Papers
8:15 - 8:30 - D. Levine: "Commercial transparencies and transparency prints dealing with intergroup relations"
8:30 - 9:15 - R. Doll: "Finding and Using Consumable Materials for the Disadvantaged"
9:15 - 9:55 - Teacher Committees - Aides Meet
9:55 -10:20 - Coffee
10:20-12:00 - Diane Edwards: "An Experimental Psychologist's Suggestions for Motivating Pupils and Controlling Classroom Behavior"
12:00-12:40 - Work on Materials
12:40- 1:00 - Closing - G. Phillips

Twentieth Session - November 19, 1966

8:00 - 8:30 - Group Planning: Use of Equipment and Selection of Dates for Subsequent Meetings
8:30 - 8:50 - Dr. Edwin Bailey: "Bringing About Improved Standards in Inner City Schools"
8:50 - 9:15 - Small Group Discussion - Teachers by Grade Level; Aides with Staff
9:15 -10:00 - Large Group Discussion of Previous Hour's Work
10:00-10:30 - Coffee
10:30-11:30 - Materials
11:30-12:00 - Committees
12:00-12:25 - Small Group Discussion of the Use of Psychological Principles in Classroom Control
12:25- 1:00 - Large Group Discussion of the Use of Psychological Principles in Classroom Control

Twenty-First Session - December 3, 1966

8:00 - 8:30 - Announcements, Planning and Review
8:30 -10:15 - Presentation of Projects on Intergroup Relations Lessons & Materials: Mrs. Pell, Mrs. Soard, Mrs. Fulda, Mr. Lowe, Mrs. Duncan
10:15-10:30 - Coffee
10:30-12:00 - Meeting of Committees with George Phillips and Russ Doll and work on materials.
Individual Teachers meet in classrooms with Dan Levine to discuss projects
Aides examine materials with multi-ethnic and/or remedial content.
10:30-11:00 Comic book committee - Doll
Field Trips - Phillips
Other committees work on materials in room. Student Aides examine published material

Twenty-First Session - December 3, 1966 (Cont'd.)

- 11:00-11:30 Identification and Image Stories - Doll
  Mechanical Aids - Phillips
  Other committees, same as above.
- 11:30-12:00 Encouraging Verbal Expression - Doll
  Multi-Ethnic Materials - Phillips
  Other committees same as above, EXCEPT Student Aides will now go to assist teachers in their rooms. Teachers who are meeting at this time, please leave work for aides.

12:00-12:50 - D. Levine: "Research on Racial Awareness in Children and Its Implications for Teaching the Disadvantaged."
12:50- 1:00 - Discussion of future activities.

Twenty-Second Session - December 10, 1966

8:00 - 8:15 - Collection of Assignments
8:15 - 9:15 - Discussion: "Principles of Classroom Learning and Discipline" by Bereiter and Engelmann
9:15 - 9:30 - Recording of "modern folk songs" by Lou Rawls
9:30 - 9:45 - Coffee
9:45 -10:30 - Discussion of following-up the project.

- 9:45 -10:00 General Remarks on the future of the project
- 10:00-10:40 Discussion by grade levels
- 10:40-11:10 Large Group Discussion

11:10-11:50 - Committee Work - Aides meet with Dan Levine
11:50-12:40 - Work on Materials
12:40- 1:00 - Planning subsequent sessions

Twenty-Third Session - December 17, 1966

8:00 - 8:10 - Opening
8:10 - 9:20 - Discussion on standards and grading in schools

- 8:20 - 8:30 Dan Levine - Introduction
- 8:30 - 9:10 Small Groups by Grade Level
- 9:10 - 9:20 Large Group

9:20 -10:15 - Dr. A. L. Campbell - "Using Auxiliary Personnel in Low-Income Schools" (presentation for teachers)
Undergraduate Assistants view "Brotherhood of Man" film and discuss ways to teach intergroup relations
10:15-10:30 - Coffee
10:30-11:45 - Teachers discuss follow-ups to the project
Undergraduate Assistants discuss problems in teaching the disadvantaged

Twenty-Third Session - December 17, 1966 (Cont'd.)

11:45-12:15 - "The Negro in American History" (new film strip and phonograph record available through the Board of Education)
12:15- 1:00 - D. Levine: "Current Research on Mexican-Americans and Its Implications for Teaching in Disadvantaged Neighborhoods"

Twenty-Fourth Session - January 7, 1967

8:00 - 8:20 - Opening statements
8:20 - 9:40 - Presentations of Participants' Projects

Mrs. Soard	Mr. Elmore
Miss Phillips	Mrs. Duncan
Mrs. Rickson	Mrs. Dean
Mrs. Dameron	

9:40 -10:00 - Coffee
10:00-11:00 - Larry Cuban: "The Cardozo Project and Its Implications for Others"
11:00-11:50 - Teachers: Meet by grade level groups to discuss follow-up
Aides: General Discussion
11:50-12:00 - Announcements, planning
12:00-12:25 - D. Levine: "Additional Examples of Materials for Teaching About Mexican Heritage"
12:25 - Adjourn due to lack of heat in the building.

Twenty-Fifth Session - Saturday, January 14, 1967

8:00 - 8:10 - Opening
8:10 - 8:40 - Questionnaires
8:40 - 9:00 - R. Doll: "Maintaining Personal Satisfaction As An Inner City Teacher"
9:00 - 9:30 - Housekeeping (Collecting Books, etc.)
9:30 - 9:45 - Coffee
9:45 -10:15 - Discussion of Larry Cuban's Letter
10:15-11:00 - Discussion of follow-up of Institute
11:00-12:00 Teacher Committee Meetings
11:00-11:30 - (Student Aides in Small Groups
11:30-11:50 - (Student Aides in Large Groups
11:50-12:00 - (Recommendations of Aides on the Conduct of In-Service Training Programs
12:00-12:30 - D. Levine: "A Typology of Human Motivation and Its Implications for the Teacher of Disadvantaged Youth"
12:30-12:45 - G. Phillips: "Review on Audiovisual Aspects of the Project"
12:45- 1:00 - D. Levine: "General Review of the Project"

APPENDIX B

Rationale for the Approach on Which the Institute Was Based*

Considerations Involving Appropriateness of Instructional Materials

Students who are members of minority ethnic and racial groups face special learning problems created by the fact that until very recently commercial material designed to include models with which they could easily identify was almost entirely unavailable, and even now such material is limited and costly. Minority-group youngsters generally have a poor self-image of themselves that is a product of historical and sociological forces over which they have no control.[1] This poor self-image is reinforced by instructional materials which neglect or even implicitly ridicule minority-group citizens,[2] and the poor self-image soon leads to self-contempt which generates hostility and resentment directed both at oneself and the school.[3] It was the centrality of this problem which led Benjamin S. Bloom to argue that "projects should be encouraged which would translate the curriculum goals of the school into the idiom of the minority culture."[4] Children can be exposed to successful representatives of their minority group in person, in print, and by verbal description. While commercial materials should be utilized to their fullest in accomplishing this goal, materials and individuals from the child's immediate community are likely to be even more effective.[5] The classroom teacher, therefore, should play a major role in choosing and modifying materials.

The learning problems of students from historically-oppressed minority groups are further compounded to the extent that large proportions of them are economically, socially, and educationally disadvantaged. Although there are few studies which have put much emphasis on supporting the teacher in her efforts to find materials and approaches particularly appropriate for disadvantaged students, there is much theoretical and empirical evidence which indicates that doing so would make an important contribution in improving their scholastic performance. Many interrelated variables certainly are involved, but there is reason to believe that improved instructional material can by itself lead to noticeable increments in performance. A number of researchers and observers have remarked on how poorly disadvantaged students are prepared to cope with standard materials. Walter G. Daniel, for example, drew attention to a youngster who had been unable to add corectly until a friend explained that to "carry" sums meant to "tote" them.[6]

*This appendix is taken from an attachment to the original proposal.

After visiting inner-city schools in 16 cities, Gertrude Lewis and Helen Mackintosh were profoundly impressed by the experiential deficits which make much standard material meaningless to disadvantaged youth:

> Teachers had been complaining, the supervisors said, that they could not reach these children with the language ordinarily used in school . . . Many children arriving at school for the first time were unable, according to their supervisors, to give their names; did not know that people or things, even the most commonplace objects, had names. Books and pictures were new experiences.[7]

It is hard to avoid the conclusion that one of the main factors responsible for the poor academic performance of disadvantaged youngsters is the unsuitability of standard instructional materials which remain central in inner-city classrooms because teachers lack the resources, the time, and sometimes the inclination to replace them. Considerations such as these led Deborah B. Wolfe to point out that the most pressing need in inner-city schools is somehow to "start with simple situations drawn from the daily life of the pupil."[8]

The situation as it exists with regard to instructional materials has been accurately summarized by Marjorie Smiley who surveyed the research in educating disadvantaged students in the language arts and concluded that:

> Despite extensive studies of sex- and age-related reading interests of children, almost nothing is known about the relation of these interests to children's social-class origin. Studies applying the method of content analysis to reading texts and to radio and television programs show that these materials are middle-class oriented at best; at worst, contaminated by class, ethnic, and racial biases.[9]

Charles Wachner added the observation that too many words in the "readers are not in the disadvantaged child's speaking vocabulary . . . Many common words of the primers might as well be in a foreign language."[10]

The importance of constructing written materials which build on the oral language of disadvantaged students is underlined by most linguists and many reading experts who now believe that reading comprehension is retarded by lack of correspondence between oral and written language, especially among beginning readers. The first solid demonstration of this relationship was recently reported by Robert B. Ruddell.[11]

Despite the inadequacies of the standard materials, it is not easy to put aside commercial products which often are quite attractive to the eye, and to evaluate the content rather than the package. Nevertheless, it is hardly possible that materials prepared or gathered by a teacher in an inner-city school could yield results as dismal as most of the commercial materials now in use, even if the "home-made" materials lacked the customary refinement and finished appearance of the standard product. For, as Allison Davis has often pointed out, "Only school staffs who know children and adolescents, their interests and communities, can select these new curricular materials."[12]

These arguments indicate that specially-selected or specially-prepared consumable-type materials can be more appropriate than standard instructional materials in teaching disadvantaged students. Consumable-type materials have the additional advantage that they are short. Students whose skills are slow to develop should be less fearful of materials shorter and more manageable than the typical book or reader; therefore the use of consumable materials will give disadvantaged students a better chance to gain a sense of accomplishment by allowing them to complete assignments within reasonably short periods of time.[13] Furthermore, the use of consumable-type materials is generally encouraged by the growing belief among reading experts that the need to control basal vocabulary in the third grade and afterwards has been overemphasized.[14]

Experimental psychologists have found that the inclination of an organism to attend to unfamiliar stimuli is influenced by the degree of previous experience with similar or related stimuli.[15] A child's unfamiliarity with materials and his inability to concentrate on and absorb materials which are extremely foreign to his experience quickly creates a feeling of frustration and failure in the intellectual tasks he is called on to perform in the school. Frustration of this sort partly accounts for the fact that many disadvantaged youngsters respond poorly to their teachers and fail to take the initiative in classroom activities.[16] The student becomes trapped in a vicious circle in which repetitive experiences of failure destroy the self-confidence necessary to achieve success in intellectual tasks.

Bloom, Davis, and Hess examined the educational problems posed by deprivation and concluded that a major emphasis on the revision of materials is badly needed. In a comprehensive pamphlet they offered a conclusion which can stand almost as a summary of all the points made above:

> Methods and materials which have served the average child well do not seem to help the culturally disadvantaged child acquire the vital communication and computation skills which are so necessary

> to achievement of educational goals . . . . Since he /the culturally deprived child/ lacks particular experiences and since he is at a relatively low level of linguistic development, he is usually not ready to begin his learning at the same level and by the same approach as is characteristic of children from favorable cultural environments. Unless the school reshapes its curriculum and methods to begin with the child where he is, learning cannot proceed in a fruitful and meaningful way. Present school practices do not succeed in overcoming the initial differences between culturally advantaged and culturally disadvantaged children. Instead, what starts as small measurable differences in the first grade become larger larger each year.[18]

Relationship to Desegregation

The quality of learning experiences in the classroom is a critical factor in determining whether desegregation becomes a positive, a negative, or a neutral force in the achievement of basic educational objectives in desegregated public schools. If the general level of achievement is too low to communicate visible progress toward significant educational goals, both teachers and students may react with frustration which in turn results in deterioration in the relationships between students with differing backgrounds and between students and teachers. In such circumstances there is a tendency to identify desegregation as a cause of poor performance, thereby creating additional hostilities which make it even harder for students and teachers to work well together in improving the level of academic performance. In addition, unless both majority--and minority-group students in a desegregated school perform at a high level in relation to their abilities and aspirations, desegregated education--defined by the United States Supreme Court and the United States Congress as a crucial variable in the provision of equal educational opportunity--becomes little more than an empty gesture which encourages hope and then leads to despair and disillusionment.

The problem of achieving a high quality of education in desegregated classrooms is compounded by the facts that 1) a large percentage of minority-group students grow up in educationally disadvantaged surroundings and 2) despite recent improvements, there are still few instructional materials designed to help minority-group students feel that the goals and values of the wider society are very salient to their own lives and situations. The environmental and social handicaps which burden students in depressed communities make it very difficult for them to benefit from standard programs and materials. Yet, almost everywhere one finds that "a standard approach to curriculum with only minor variations is offered both at the school where half the students are classified as slow learners because they need remedial work in reading, and the school where two-thirds of the students are turning out work which would be acceptable in many colleges."[19] Standard materials are even less relevant for disadvantaged students who are also members of minority groups for whom social and economic discrimination is an additional depressant on achievement and mobility. It is not at all surprising then, that standard approaches are proving "unsuccessful with appreciable numbers"[20] of disadvantaged and minority-group students not only in Chicago, but throughout the nation.

Most teachers are well aware that the great bulk of materials designed for "standard" school situations is inappropriate in working with disadvantaged and/or minority-group children. Given the severe demands on their time and energy, however, teachers find it very difficult to prepare, select, or otherwise acquire suitable materials unless a great deal of extra support is available. The purpose of the proposed institute is to provide such support on a systematic basis.

Summary

The mean scores on aptitude tests taken by pupils at Switzer and West Junior generally have fallen between the twentieth and the thirtieth percentiles in recent years. The fact that mean percentiles on reading and achievement tests are below this range indicates that the instructional materials and methods are not adequately suited to the needs of pupils from Kansas City's west side. As noted above, there is still too little in the way of commercial materials which are very useful for encouraging the development of good intergroup relations, and the problem is compounded by the lack of appropriate materials for achieving basic learning skills in a disadvantaged student population. It is difficult to find adequate materials aimed at students in communities in which the problems and cultural patterns are foreign to those previously or presently experienced by curriculum specialists employed in the central offices of school districts or by commercial companies. Many educators believe, therefore, that in a disadvantaged school the classroom teacher is the best judge of what materials and experiences are likely to be suitable for her particular group of students. It is precisely this conclusion which has provided the rationale for planning and structuring the institute herein proposed.

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[2] *A Report on the Treatment of Minorities in Elementary School Textbooks*, Brooklyn, New York: Association for the Study of Negro Life and History.

[3] David and Pearl Ausubel, "Ego Development Among Segregated Negro Children," in A. H. Passow (ed.), *Education in Depressed Areas* (New York: Teachers College, 1963).

[4] Benjamin S. Bloom (ed.), *Research Problems of Education and Cultural Deprivation* (Chicago: The University of Chicago, 1964), p. 36 (Mimeo).

[5] *How the Curriculum Can Promote Integration* (New York: The Board of Education, City of New York, 1964), p. 13.

[6] Walter G. Daniel, "Editorial Comment," *The Journal of Negro Education*, 34 (Winter 1965), 2.

[7] Gertrude Lewis and Helen Mackintosh, "Headstart for Children in the slums," *American Education*, 1 (January 1965), 31.

[8] Deborah B. Wolfe, "Curriculum Adaptations for the Culturally Deprived," *The Journal of Negro Education*, 31 (Spring 1962), 43.

[9] Marjorie Smiley, "Research and Its Implications," *Improving English Skills of Culturally Different Youth* (Washington, D.C.: U.S. Office of Education, 1964), 37.

[10] Charles Washner, "The Detroit Great Cities School Improvement Program in English," *Ibid*., p. 125.

[11] Robert B. Ruddell, "The Effect of Oral and Written Patterns of Language Structure on Reading Comprehension," *The Reading Teacher*, 18 (January, 1965), pp. 270-275.

[12] Allison Davis, "Society, the School, and the Student," *Improving English Skills*, *op*. *cit*., p. 18.

[13] Gertrude Whipple, "Curricular and Instructional Provisions for the Culturally Disadvantaged Reader," in H. Alan Robinson (ed.), *Meeting Individual Differences in Reading: Proceedings of the Annual Conference on Reading Held at the University of Chicago*, 1964 (Chicago: The University of Chicago Press, 1964), p. 141.

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[14] Terry Denny, "Using Special Modes of Learning to Improve Reading Instructions in Grades Four Through Eight," *Ibid.*, p. 38.

[15] See J. McV. Hunt, *Intelligence and Experience* (New York: Ronald Press, 1961).

[16] Sarah Smilansky, "Evaluation of Early Education,"*Educational Studies and Documents*, UNESCO, No. 42.

[17] Robert W. White, "Sense of Interpersonal Competence," in Robert W. White (ed.) *The Study of Lives* (New York: Prentice-Hall, 1964), Robert J. Havighurst, "Poor Reading and Delinquency May Go Hand in Hand," *Nation's Schools*, 64 (November, 1959), and J. McV. Hunt, "Experience and the Development of Motivation: Some Reinterpretations", *Child Development*, 31 (1960), pp. 489-504.

[18] Benjamin S. Bloom, Allison Davis, and Robert Hess, *Compensatory Education for Cultural Deprivation* (Chicago: The University of Chicago, 1964), p. 14 (mimeo).

[19] Robert J. Havighurst, *The Public Schools of Chicago*. (Chicago: The Board of Education of the City of Chicago, 1964), p. 206.

[20] *Ibid*.

APPENDIX C

Questionnaire Administered at the Conclusion of the Workshop

Which of the suggestions described during the Saturday sessions have you tried in your classroom? How many times have you utilized each suggestion?

	Number of Times
1. ______________________	______________________
2. ______________________	______________________
3. ______________________	______________________
4. ______________________	______________________

What are the major obstacles you have encountered in trying to utilize these ideas? (Continue on other side if desired.)

1. ____

____

____

2. ____

____

____

3. ____

____

____

Do you feel that any progress has been made during the semester in overcoming these obstacles? Please explain your answer. ______________________________

____

____

____

Do you have any suggestions for overcoming these obstacles? Please explain.____

____

____

____

Regular teachers only

In what ways has your student assistant been most helpful to you?

1. ____

2. ____

3. ____

4. ____

Assistants only

Which of your teacher aid assignments have been most valuable to you?

1. ____

2. ____

3. ____

4. ____

Which of your teacher aid assignments have been least valuable to you?

1. ____

2. ____

3. ____

4. ____

All

Which of the things you have done this semester have been most helpful to the students in your class?

1. ____

2 ____

Which, if any, ideas presented during the Saturday meetings have been mostly new to you?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Which, if any, ideas presented during the Saturday meetings have helped you to clarify your thinking and planning as a teacher of disadvantaged youth?

1. ______________________________

2. ______________________________

If you were just beginning the project rather than concluding it, would you enroll again? Briefly explain your answer.

____

____

____

____

If we were starting over, what are the most important changes you would recommend in the project?

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

Do you feel that on the whole your school is doing as well as it might in educating disadvantaged youth? (Check one)
a) not nearly as well as it might . ____________;
b) less well than it might ___________; c) about as well as could be expected__________; d) better than one would expect________; e) much better than one would expect________.

What kind of outside help or support do you think would be most useful to you as a teacher on the West Side?__________

____

____

+____

____

Do you think that the help needed by a teacher in your situation is different than that needed by teachers in other teaching situations?______________________________

____

____

Assuming training stipends were available, how interested would you be in receiving training in how to use the Spanish language and Spanish-language materials in your instruction?

very interested _________ somewhat interested ________

not sure __________ not interested______opposed to idea _____

Teachers only: please circle appropriate categories

Level: Elementary Junior High

Years of teaching experience: 0-5 6-10 11+

Years of teaching disadvantaged youth: 0-5 6-10 11+

APPENDIX D

Suggestions and Illustrations Concerning The Use of Image and Identification Stories and The Conduct of Field Trips in the Kansas City Area

The material contained in this appendix has been prepared by teachers to offer concrete suggestions and guidance on the topics listed above. It is presented here in the belief that it will be of direct, practical value to other teachers who may find these topics to be pertinent in planning their instructional programs.

The body of the appendix consists of the following three parts:

D. 1: Instructions for Using Identification and Image Stories and Examples of Identification and Image Materials Prepared and Used in a Third Grade Classroom...........Carol Duncan & Alta Trutzel
D. 2: Cultural Enrichment Trips and Tours in Junior High Schools; and Information on Possible Tours in the Kansas City Area............Johnella D. Newton
D. 3: Secondary Pre-Vocational Field Trips.......... Edward R. McCarty

APPENDIX D. 1

Instructions for Using Identification and Image Stories
and
Examples of Identification and Image Materials Prepared and Used in a Third Grade Classroom

Carol Duncan, first grade teacher
and
Alta Trutzel, third grade teacher
Switzer Elementary School
Kansas City, Missouri
September, 1967

SECTION I

Instructions for Using Identification and Image Stories

I. Statement of Purpose
II. What Are Identification and Image Stories?
III. How Are Identification and Image Stories Created?
IV. Why Use Identification and Image Stories?
V. What's Next? Follow-up and Special Uses

Carol Duncan

I. General Statement of Purpose

The purpose of identification and image stories is to supplement or even replace unsuitable existing materials in classrooms for disadvantaged or culturally different youth. These children rank low in both reading level and self-image. Most current published curriculum materials are not suitable for the disadvantaged.

Identification and image stories enable the teacher to adapt existing materials and to construct new ones. There is no limit to the approach one may experiment with in this area. Basically, the teacher's job is to reconstruct high interest level materials for these children who have low reading levels because of culture anemia.

The main objectives a teacher may hope to attain through the use of identification and image stories include:

(1) improved progress in reading and related language areas,
(2) improved school attendance because of higher interest level,
(3) improved image of himself and his race or culture.

II. What Are Identification and Image Stories?

An identification story is created when the teacher uses an original story or the framework of an existing, previously written story and freely adapts it to fit her particular class. The names of the characters in the story are changed to the names of children in the class. The setting also becomes realistic when you use the names of local streets, schools, stores, parks, rivers, and such.

Vocabulary and sentence structure can be changed to fit the needs of the group. When adapting a story, the teacher may use synonyms for different words. At the primary level, the teacher may wish to use a controlled vocabulary. One should work toward developing as many words as possible from the approved basic text. These stories can be used along with the basic text, to supplement the text, or instead of the basic text.

In identification stories the time barrier can be broken and imaginations activated. Carlos Hernandez can be a soldier under General George Washington at Valley Forge. . . Willie Watts can become the first mate on the Santa Maria for Columbus . . . Rosalinda Rios can attend the sick alongside of Florence Nightingale . . . or at the primary level DICK and JANE can come to Gage Park on West Bluff and play with Bobby Fitchett! The possibilities are endless.

An image story is created when the teacher writes a special story for use in class to help a particular child or group of children gain prestige in a positive area. Some of the facts in the image story are true or partly true. You may enlarge on the truth if it makes the child sound good. Image stories can only be written after the teacher has learned a great deal about a child.

An image tale may be told in rhyme. Little four-line jingles are especially appealing at the early childhood level. These sing-song little jingles remind the children of nursery rhymes and jumping rope chants, but they are personalized to make them even more pleasing.

One must make image stories with care, for the feelings of human beings are as fragile as gossamer. The careful wording of just one sentence could mean the difference between success or despair for a particular individual.

III. How Are Identification and Image Stories Created?

First, you must get to know each child. You can understand a child only when you really get to know him. Much information can be gained about an individual child if you:

1. visit his home.
2. discover his interests and hobbies
3. learn about his friends, family, and pets
4. observe his manners and behavior
5. note his health and vigor
6. note his attitudes in class
7. observe his art work
8. have him write an autobiography
9. observe the types of books he selects
10. note his sets of values

Don't shut off your private "hot-line" with the children by demanding absolute silence. Keep your ears open and the children will give you charming ideas for subject matter. Give them short-answer questionnaires to complete. Make the questions "leading questions" such as:

1. If you had $500 to spend, what would you do with it?
2. If you were not a child, but an animal, what animal would you like to be? Why?
3. When are you the happiest?

Individual observations may be kept on each student. They may be kept in files, folders, index cards, or record books. A record book might look something like this:

SHIRLEY: left-handed, likes music, small for age, shy, 11 children in family.
RONALD: speech handicap, has cat named Bobo, broken home, on free lunch, likes baseball.
MARY: speaks Spanish at home, excells in art, into much mischief, reads well, likes clothes.
PETER: over-age for grade, likes dogs, mother dead, rides bus to school, needs dental work done,
BETTY: 20/200 vision, cheerful, underweight, reading handicap, good attitude, likes to cook.
STEVEN: interested in the farm, reads well, poor home cooperation with school, likes machines.
JOSEPH: likes to fly kites, lives with grandmother, extremely disadvantaged, slow learner.

After you get to know the children you are ready to select materials for them. When selecting a story for adaptation, one should try to find a subject that will interest almost every child. Don't worry if some of the students are already familiar with the story you select. The youngsters seem to enjoy recognizing something they have heard another version of previously.

Positive adventures, of course, are preferable tales, however, not every story has to have a moral. Why not read "just for fun" once in a while? Some of the characters could even get into light mischief at times and perhaps certain students could more readily identify themselves.

If the story is to be used with a group of children who have a wide variety of reading levels it is possible to include a few paragraphs using very simple vocabulary so the slowest readers can read these parts. Other parts or paragraphs could include a few difficult words to challenge the better readers.

IV. Why Use Identification and Image Stories?

In 1763 Jean-Jacques Rousseau said: "I will venture to say that I am like no one in the whole world. I may be no better, but at least I am different." And so are all of our school children. Some are precocious, some shy, some bright, some dull, some hungry, and others are stuffed full of enchiladas. Some are white, some are Negro, some are Mexican, some are rural Americans, some are from broken homes, some don't speak much English, and others are "down on their luck." No two of these young people are exactly alike, nor would we want them to be alike, for individuality is a priceless commodity.

With all these differences the children's basic needs, desires and drives are still very much alike! They thrive and grow on tiny bits of success. They respond warmly to individual consideration and attention. They thrill to the sight and sound of their own names.

How far back does one start? . . . Just as far back as is necessary! Some beginners do not even know their own real names. Here are some examples of nicknames young children have been used to when they first come to school: Poncho, Baby Brother, Cha-cha, Prissie, Pumper, Lady Bug, Jojo, Rabbit, Lucky, Buttons, and Bush. These little children did not honestly know that their names were: James, Charles, Elizabeth, Willard, Mary Ellen, and etc.

To continue with the self-identification idea, children enjoy making a "Getting to Know Me" book. Be sure to discuss who they are, where they live, what color their eyes are, color of hair, color of skin, date of birth, the number of children in the family, and any such personal information of interest to the children. Ditto strips of paper for the children to complete such as:

MY NAME IS__________________________________.
I AM _______YEARS OLD.
I GO TO ______________________________SCHOOL.
WHEN I GROW UP I WANT TO BE __________________________.

Paste these strips at the bottoms of blank papers and have the children illustrate their own pages. When several pages are ready, staple them together and each child then has his own personalized book. . . .written and illustrated by himself. They never seem to tire of reading about themselves as the subject.

Not all the children in a given classroom need to be represented in a certain story. One may use different groups of children in many different stories. Don't select any member of your class to play the part of a fool or villain. Make up a fictitious name for such a character so no one in your class will feel hurt. Vary the children who have the important parts.

A sociogram can help the teacher see at a glance who is the "star" of the room and who the children are on the outside of the popular range. Be sure that an unpopular child gets an important role to play once in a while. In our first grade class we constructed a sociogram showing the friendship choices of the thirty-four children in the class. Seventeen of these children were never selected by other children when given a choice. These especially need the boost of a better image. In the sociogram, Bill was the star, having been chosen five times. Ricky, Joe, Ann, and Bob were chosen three times by others. These top children could take minor parts in identification stories and let some of the less popular children take intermediate roles and lead parts.

Don't worry about the illustrations in the little booklets, Disadvantaged children generally are able to do as well in art as more fortunate children, however, they often don't really know what they themselves look like. If a child can't seem to get started when drawing himself, try using a full-length mirror. Help him find the basic parts of his body. He can notice hair, clothing, or missing teeth. Let him try smiling or sticking out his tongue. Let him take his crayon box to the mirror and find a crayon which matches the color of his eyes, hair, skin, and clothing.

Many young children in disadvantaged areas have never seen photos of themselves. Individual snap-shots of each child make good beginnings for short autobiographies. They love to point to the photo of themselves and the photos of friends. The photo helps them to verbalize as well as visualize.

V. What's Next? . . . Follow-up and Special Uses:

Possible uses of identification and image stories can go on and on. Children may wish to:

(1) dramatize the stories on a tape recorder.
(2) illustrate the stories in some art media.
(3) make up new endings to the stories.
(4) write sequels to the stories.
(5) make puppet shows from the stories.
(6) list new words learned from the stories.
(7) each have a copy of every special story and make a little booklet out of it.

Primary children cherish these tales so much that they carry around their own little story booklets until the edges are ragged and frayed. They read them over and over again to themselves, to each other, to friends, to mother, to neighbors, to grandmother, to baby brothers and sisters, dogs, dolls, or to anyone who will listen.

Individual seatwork sheets can be dittoed to go along with these identification and image stories. This has more appeal to the children than commercial workbook type materials.

In general, most of the students, at any age level, are extremely interested in these personalized stories . . . Roy is a good example: One morning Roy came to school with a note. His mother wrote that Roy had the tummy ache during the night and she had tried to get him to stay home from school that day . . . but he told her that he'd be all right at school . . . he just couldn't be absent because the story was about him that day . . . and so it was! Roy loves his story. It is a personal thing . . . not private, mind you, for Roy's friends all read about him, too, but it is Roy's story!

SECTION II

Examples of Identification and Image Materials Prepared and Used in a Third Grade Classroom

Alta Trutzel

1 2 3 4 5 6 7 8 9 0

How About Me?

I am ______________________________.
I am ______________________________years old.
I am in grade.______________________________.
I live with my ______________________________.
I have______________ brothers and______________sisters.
I live in a ______________________________.
I like to play ______________________________.
I get up at______________________________o'clock.
I eat my breakfast at ______________________o'clock.
I go to school at ______________________o'clock.
I eat my lunch at ______________________o'clock.
I______________________________after school.
I eat my dinner at ______________________o'clock.
I______________________________after dinner.
I go to bed at ______________________o'clock.
I like to play with ______________________.
I would like to know______________________.
My best friend is ______________________.
I like my friend because ______________________.
When I grow up I want to be ______________________.
I think my teacher is______________________.
This is my picture ______________________.

Space Age Prophesy

Valerie will be a teacher
And show others the way,
Cathy will be a teacher
And have plenty to say.

Resa will be a nurse
And take care of the sick;
Sheryl will be a nurse
And reach her patient quick

Kevin will be a policeman
To see others do right;
While Daniel will be a fireman
And work with all his might.

Danny will be a doctor
     And relieve the sick.
Angela will be a teacher
     And work double quick.

Loubertha will be a teacher
     And work hard we know.
While Thomas will join the Navy
     That's where he wants to go.

Lawrence will join the Marines
     Since that's his very first choice,
While Sebastian will be a policeman
     And make his friends rejoice.

Ernest will be an FBI man
     That's what he wants to be;
While Isaiah will be a doctor
     And strive to make us free.

Joe will join the Marines
     And we'll honor his name;
Gloria will be a nurse
     And handle those who complain.

Nancy will be a nurse
     She knows it's so swell
To help people in distress
     And really make them well.

While Candido a soldier will be
     To enlarge the Army for you and for me.

Herbert will join the Navy
     And Wesley a horse trainer will be;
While Rickey will be a doctor
     Now, you wait and see.

Billy will join the Navy
     And Mary a hairdresser neat.
While Larry will be a lawyer
     To keep our laws complete.

Patty, a teacher, will conduct
     her class so,
While Jacqueline will help her
     with books she doesn't know.

Robert will join the Marines
     And help keep us safe on land and sea;
While Lorraine will be a nurse
     To help humanity.

Home Citizenship

Resa says in order to be a good citizen in her home she gets up early and makes the beds.
Thomas says in order to be a good citizen in his home he washes the family car.
Nancy says she tries to help in her home by burning the trash.
Jacqueline says she helps in her home by washing the dishes.
Ernest says he helps in his home by sweeping the floor.
Candido says he tries to be a good citizen in his home by going to the store.
Robert says he helps in his home by cleaning the yard.
Sebastian says he tries to be a good citizen in his home by washing dishes.
Isaiah says he washes the truck to show he appreciates a good home.
Gloria says she washes the dishes to help in her home.
Rickey says he washes the car in order to be a good home citizen.
Angela says she helps with the housework in her home to show she's a good home citizen.
Cathy says she makes the beds to show she's a good home citizen.
Loubertha says she washes the dishes to help her mother.
Kevin says he cleans the kitchen to be a good home citizen.
Lorraine says she sweeps the floor to help her mother.
Herbert says he burns the trash.
Billy says he burns the trash and helps with the housework.
Larry says he burns the trash and mops the floors.
Mary says she saves money and helps with the housework.
Tonie says she also helps with the housework.
Patty says she watches the small children while her mother is working.
Joe says he sweeps the floors and burns the trash.

School Citizenship

To be a good citizen in the classroom, Angela follows the teacher's directions and works quietly.
Cathy walks in the halls and keeps her voice down.
Loubertha plays carefully on the playground so she and others won't get hurt.
Kevin doesn't run in the halls.
Lorraine follows school rules.
Sheryl, in order to be a good school citizen, does not climb on the pipes in the restroom.
Valerie rests during the rest period.
Daniel doesn't push in line.
Resa tries hard to finish her school work.
Thomas is kind to all his classmates.
Jacqueline is quiet in the library.
Ernest is neat in the restroom.
Candido avoids getting germs by not playing around in the restrooms.

Robert sits in his seat and doesn't get out of it unless his teacher tells him to.
Sebastian follows the class rules when going to and from the school room.
Gloria doesn't skip stairs.
Nancy helps keep the room neat and clean.
Herbert tries to finish all his school work.
Billy tries to be a good classroom leader.
Mary tries to be polite to everyone.
Tonie doesn't touch things she's not supposed to.
Joe helps keep his desk clean.
Larry doesn't interrupt others when they are talking.

City Citizenship

Resa is a good city citizen because she is quiet when she walks on city streets.
Jacqueline is a good city citizen because she watches the traffic lights as she crosses the streets.
Ernest doesn't play in alleys because it is dangerous.
Robert doesn't throw stones at windows.
Sebastian doesn't play with matches.
Isaiah doesn't fight on the way home.
Gloria goes straight home and doesn't play around
Rickey doesn't play with fire hydrants.
Herbert doesn't bother other people's yards.
Wesley doesn't play in the streets.
Billy reports fires if he sees any.
Nancy keeps her yard neat.
Mary doens't break glass on the city streets or sidewalks.
Joe puts all garbage in the garbage cans.
Cathy does not accept rides from strangers.
Valerie puts out campfires after a camp-out.
Loubertha doesn't touch things she's not supposed to.
Kevin encourages his parents to vote.
Daniel doesn't play around other people's cars.
Lorraine respects and obeys policemen and law officers.
Lawrence takes care of the grass on his lawn.
Danny takes care of park property so everyone can enjoy it.
Angela doesn't touch or injure park flowers and shrubs.
Patty helps younger children across the street.
Larry doesn't throw stones at other children.
Thomas doesn't feed the animals at the zoo unless the sign says he can.
Tonie doesn't throw trash on the city streets.
Sheryl takes care of her pets and does not let them bother anyone.

State Citizenship

Loubertha doesn't break windows to show she's a good state citizen.
Thomas to show he's a good state citizen takes care of his pets so they don't bother others.

Lawrence doesn't throw rocks because he knows they hurt people and things.
Sebastian doesn't accept rides from strangers because he knows they may hurt him.
Ernest encourages his parents to vote for good government.
Candido crosses the street where there are traffic lights or policemen.
Jacqueline obeys all state laws.
Valerie is quiet around hospitals.
Angela doesn't stand around stores and on street corners.
Cathy is quiet where she knows there's a day sleeper who must work nights.
Resa doesn't handle merchandise in stores that she does not intend to buy.
Kevin doesn't climb around trees that have high tension wires.
Lorraine doesn't bother other peoples' cars.
Sheryl doesn't disturb or pick flowers in state parks.
Daniel watches the speed limits on the highway to help his dad.
Gloria keeps her yard clean and pretty because she knows it takes many beautiful yards to make a beautiful state.
Nancy obeys and respects all law officers.
Rickey doesn't throw trash in rivers and lakes because he knows it might ruin our water supply.
Herbert puts his trash in trash containers and does not throw it out on the streets and highways.
Tonie doesn't bother statues in parks.

United States Citizenship

Valerie honors and respects our flag to show she's a good United States citizen.
Cathy doesn't accept rides from strangers to show she's a good U. S. citizen.
Resa does not throw rocks at windows.
Kevin does not say mean or cross words to others.
Lorraine puts out campfires in National and State Parks.
Danny doesn't throw nails on highways and streets.
Sheryl keeps lakes and rivers clean by not throwing stones or rubbish into them.
Daniel doesn't throw stones at car windows.
Loubertha puts her trash and pop bottles in trash cans.
Thomas doesn't play with matches.
Isaiah follows all camp rules in our National Parks.
Sebastian doesn't hop cars on highways.
Ernest doesn't play ball on streets and highways.
Candido encourages all his family to vote for good government.
Robert doesn't break car windows.
Tonie encourages her family to follow all highway rules regarding speed and safe driving.
Gloria respects our country's flag.
Nancy is nice to all foreign visitors.
Herbert doesn't try to get rides on the highways.
Wesley follows all United States laws.
Rickey doesn't throw stones at car windows.

Billy believes in "Crime Alert" and reports anything he sees that's not right.
Mary sees that her animals have the necessary preventive shots for good health.
When Larry gets lost he goes to a policeman to help him find his way home.
Joe doesn't handle or destroy United States property.
Lawrence doesn't handle guns.
So all our boys and girls are trying to be good United States citizens.

World Citizenship

Valerie is a good world citizen because she respects all churches.
Cathy is a good world citizen because she respects all people.
Resa is a good world citizen because wherever she goes she puts her trash in trash cans.
Kevin is a good world citizen because he chooses his friends wisely.
Lorraine is a good world citizen because she respects other people's property.
Danny is a good world citizen because he takes care and respects all museums.
Sheryl is a good world citizen because she believes in "Love Your Neighbor."
Daniel is a good world citizen because he takes care of all public parks.
Loubertha is a good world citizen because she respects all people regardless of race, creed, or color.
Thomas is a good world citizen because he helps everybody.
Lawrence is a good world citizen because he respects and obeys all law officers.
Isaiah is a good world citizen because he respects all public buildings.
Sebastian is a good world citizen because he respects and honors our flag.
Ernest is a good world citizen because he's quiet around hospitals.
Candido takes care of all parks everywhere in the world.
Robert is a good citizen in his own country.
Joe is grateful for our good army that protects our country.
Tonie plays at proper places and knows how to act at all times.
Gloria respects all countries.
Nancy shares with all people and helps people in need.
Herbert helps boys and girls in foreign countries by joining the Junior Red Cross.
Rickey stands for the rights of our country.
Wesley gives what he can to the Community Chest to help all people.
Billy respects law officers.
Larry remembers self control at all times.
Mary takes care and respects all museums.

Jacqueline is a good world citizen because she respects our country's flag.
Thus our boys and girls are trying to share and be good world citizens at all times.

The Lost Trail

Robert and Lawrence lived in the Pennway Units.

One fine autumn day they thoughtit would be nice to take a walk. So, without even saying one word to their parents, they started walking north toward the river.

Very soon Robert said, "Lawrence, aren't we goin' too far?"

"Nooooh", replied Lawrence boasting, "I see our house, I've been this way before when Joe and I went for a walk. There, see. Can't you see the fire station?"

"Yes, I do," answered Robert. "Guess I was just thinkin'".

With some enthusiasm they walked on. By and by they came to a park.

"Ooooooo", said Lawrence, "Let's sit down a while, I'm so tired."

So the boys rested awhile. Then they walked on. Streets began to look strange; they began to wonder where they were.

"Where are we?" Lawrence quiveringly asked.

"Don't know", sniffled Robert. "We must have gone the wrong way."

"It's gettin' dark," sobbed Lawrence. "What'll we do?"

Finish this story in your own words, then answer the questions.

1. What was the first thing the boys did wrong?
2. What would you do if you ever got lost?
3. Do you think the boys will do the same thing again?
4. Do you think they learned what to do in an emergency? If so, what?
5. Do you think the boys could have asked the wrong person the way home?
6. When is it wise to ask your parents' permission to do things?
7. Would you try such a thing?
8. Do you think the boys were good friends?
9. Do you feel they will be friends to each other again?
10. Do you feel this story has taught you a lesson in safety in relation to not trusting strangers?

A Funny Boy

Kevin, Larry, Rickey, and Danny lived in the Units. One day a new boy moved into their neighborhood. He wore no shoes, his hair was long, his clothes dirty and torn, his face looked light but very unkempt and he spoke in a mumbled voice.

"Gee," said Kevin, "See that boy, who is he? Where does he live and where did he come from?"

"He's nothin'," put in Danny. "Deosn't even wear shoes. Look at his hair."

"Just think," Rickey said disgustedly, "We need another on our ball team but . . . ."

Danny butted in, "We don't want a sissy. Come on, boys! Let's go hunt someone else."

"Who's that comin' out of your house, Isaiah?"

"Don't you know, Larry? That's my mother. Well, now, what can she be up to? I can't believe my eyes, she's saying something to that boy."

"Come, Isaiah," his mother called. "I want you to meet James. He's come to live in our neighborhood."

But Isaia h said nothing as he critically looked at the funny boy as if he wasn't of his kind.

"We have plans to go play ball, Mother," said Isaiah. "We must hurry - see you later."

"Wait boys," Isaiah's mother replied. "I know what you boys are thinking; he's not your kind. Why, James is just a poor little boy whose father left his mother and his mother works hard to keep him. Just wait a minute."

At that, Isaiah's mother rushed into her house asking James to follow her.

"Here, James," she said, "are some clean clothes Isaiah has outgrown and you might as well have them." Pointing, she said, "There's the bathroom. Swish some water over your face and hands and put these clean clothes on and I'll bet the boys will all want you for a friend."

"Oh, thanks, I never thought anyone could be so nice," said James softly.

A tear almost trickled down Isaiah's mother's cheek as she slowly said, "Hurry, hurry, James. I'm afraid that impatient bunch of boys won't wait on you . . . They're longin' to get off to the park."

Slowly James came out of Isaiah's home - a little timid, a little shy, but suddenly he forgot everything as he heard the boys call out: "Oh, James, you look so different. We need another on our team and we think you'll be tops for us."

Danny spoke in a firm voice . . . "We're playing Skinny's team today and our best player moved out of the Units and we thought we wouldn't have a chance, but now things look different."

"Have you ever played ball, James," Larry Quizzingly asked.

"A little," James added, "Sure nice of you boys to ask me to play."

1. Tell orally to the class how the game ended.
2. What made James different from the other boys?
3. Is it good manners to make fun of the other boys' and girls' dress?
4. What nice thing did Isaiah's Mother do?
5. Do you feel James made a good friend? If so, why?
6. Are you always looking for ways to help others?
7. How could you help a friend in need?
8. How was James different from you?
9. Would it make any difference if James had been dressed the same as the other boys?
10. Do you prefer boys with long or short hair? Why?

Finders - Keepers

Cathy, Resa, Mary, and Patty live in the Pennway Units.

One day on the way home from school they stopped to play on the park swings.

Resa, tired of swinging, walked over to a grassy spot and started to sit down to rest. Very excitedly she called out, "Girls, girls! I've found a fortune; a whole bunch of pennies."

Quickly the girls ran over to where Resa was and started moving grass bunches after grass bunches until every blade of grass had been moved.

The girls anxiously counted every penny they found.

"I've found twenty-five pennies," Resa explained.

"Here's twenty-five more pennies," said Cathy.

"See, I have fifteen more pennies," Patty added.

"Well," sighed Mary thoughtfully, "I have twenty-five also."

"What a find," retorted Cathy. "Good gracious! I never thought I'd be so lucky," said Resa. "What shall we do with all this money?"

"I don't think we should keep it," spoke out Mary. "It may be from someone's piggy bank. It wouldn't be honest to keep it."

"But, how could we ever find the owner?" Patty said musingly.

"We could all use it, I'm sure," answered Cathy, "But let's take it to school and see if we can find the owner."

"You're right," said Resa. "It always pays to be honest. Perhaps the owner will give us a reward for finding it."

The next day the girls took the money to the Switzer School office.

1. Finish the story in your own words.
2. Is it honest to keep what you find?
3. Do you think the girls will get a reward for finding the money?
4. If no owner is found what do you think the girls will do with the money?
5. Have you ever found any money?
6. Do you think the girls are good friends?
7. Would it be fair for Resa to claim all the money if no owner is found?
8. Will the girls be good friends after this experience?
9. Was it right for the girls to stop and play after school?
10. Make a number picture of all the money the girls found.

The Surprise Party

Billy looked very sad as he told the third grade class that within a week he was moving to the country. He had entered the room early in September and felt everyone had it in for him, but everyone had treated him so kindly, Billy had forgotten his unfriendly attitude and was becoming really a well-liked member of the class and at this moment while discussing his coming departure mumbled out, "We're moving to the country next week. I really hate to leave all of you. I'll miss you, I'm sure. I've never been in a school where everybody treated me so kindly. I really hate to go."

Sensing the sadness in Billy's voice, the boys and girls got together and planned a surprise party for Billy.

Several of the boys and girls organized committees and told each class member where the party was to be and what each was to bring.

Some brought candy, some cookies and some popcorn.

They met at Billy's house the following day and with candy, popcorn, cookies, games, and songs made Billy feel he was a real good sport.

Billy was so grateful he told his classmates he'd never forget their friendship and his days at Switzer School in the third grade.

1. Circle all the capital letters in this story.
2. When do you use a period?
3. When do you use a question mark?
4. What letters are left out of I've?
5. Have you ever planned a surprise party?
6. Have you ever felt left out of a group?
7. What is the best way to make friends?
8. Is it fair for everyone to bring something to the party?
9. What do you think of class members who don't do what they say they will?
10. Draw a picture of the boys and girls in our room. Be sure to include every boy and girl in the class.

Leaves Can Be Fun

Nancy, Herbert, Thomas, Valerie, Jacqueline, Gloria, Sheryl, and Angela were walking through a large pile of fall leaves when suddenly Valerie shouted, "Let's play we're Indians! Our teacher said they lived here long ago."

"That's great," echoed Nancy. "We can build a teepee out of leaves."

"Oh, yes!" agreed Herbert. "It will look like a teepee even though we can't go inside."

"I'll form a kettle out of this bunch of leaves," put in Gloria.

"Guess I'll bring a few stones to grind corn on for bread," said Sheryl.

"Come, come! Jacqueline and help me."

"What about a table?" Thomas called out.

"Why the Indians didn't have tables, did they?" questioned Angela.

"That's right," several of the group shouted. "We don't need a table."

Everyone was having a gala time with the leaves when a lady came out of her house and shouted to the children playing in the leaves.

1. Finish the story in your own words.

2. Do you think the lady asked the children to help her rake up the leaves?
3. Do you think the children might have gone off the sidewalk into the lady's yard to gather leaves?
4. Do you think the lady was cross when she saw the children playing in the leaves?
5. What should you do if you want to get something from another yard?
6. If the lady gave the children some money to rake up the leaves, what do you think they used the money for?
7. What other games could be played in falling leaves?
8. What time of year do you think this is?
9. Draw a picture of an Indian village such as the children made.
10. Draw a fall tree in the village. Put a blue stream by the village.

APPENDIX D2:

Cultural Enrichment Trips and Tours in Junior High Schools; and Information on Possible Tours in the Kansas City Area

Johnella Douglas
Newton

Foreword

This section provides a suggested list of some of the valuable trips and tours which may be taken for cultural enrichment at the Junior High School level. My sincere appreciation to the committee on Educational Trips and Tours; Kansas City, Missouri Public Schools for a great deal of the suggested materials.

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I. Educational Trips and Tours

Beyond the Classroom Doors

Teachers have known the educational values derived from well-planned trips and tours. To be truly educational, field trips grow out of regular curricular experiences. They have a reason and purpose for taking place. Pupils, teachers, and administrators are part of the planning, participation, and derived outcomes. A trip is a cooperative, social and educational project in ways which are very real.

Educational trips are a primary source of information. Actual observation has certain values for the learner which are not gained from "learning about". When field trips are well-planned and selected, the children prepare the trip taken, the post-trip follow-up, and provide trip and tour experience that can be vital learning opportunities. It is hoped that many of the following values can be acquired through educational trips:

Knowledge, experience, understanding, and concepts extended.
Curiosity aroused and satisfied.
Discovery and imagination experienced.
Competence increased in looking, listening, and observing.
Social skills developed.
Cultural, geographical, and psychological boundaries extended.
Spoken language stimulated. Pupils as a result of a shared experience will have something to talk about.

Educational trips and tours which are the subject of this bulletin are defined to include the following:

Classes or groups of students are taken outside the classroom for the purpose of first-hand observations.
These tours and trips take place during the regular school day.

The range of school-sponsored educational trips and tours is intended to be confined to Metropolitan Kansas City and Jackson County, Missouri. The time would be limited to one school day, usually to less than one-half of a 6-hour day.

II. Administrative Procedures for Kansas City, Missouri, Public Schools

The advanced planning and preparation that is essential if a trip or tour is to be a profitable learning experience for students is a joint responsibility of the principal and teacher. The following administrative procedures relating to trips and tours are to be followed in the Kansas City, Missouri, Public Schools:

A. Planning and Preparation

1. A teacher planning a trip or tour for his students shall discuss these plans with the school principal before proceeding with the preparation necessary for the trip.
2. The principal and school secretary will assist the teacher in making the necessary arrangements for approved trips.
3. The teacher should be familiar with the route to be taken to the point of destination. A practice run by the teacher may be derived for trips utilized for the first time.

B. Parental Permission and Notification

1. The Trip Permit Statement on each student's Census-Enrollment Card, when properly checked and signed by a parent or guardian, is sufficient for the trips and tours listed in this bulletin.
2. Principals and teachers may require additional permission slips as they seem necessary for certain trips or tours.
3. Parents should be thoroughly informed concerning all school-sponsored trips and tours. This should be done in writing in advance of the tour date. Some suggested ways are:
    a. School Calendar or Newsletter
    b. Students write note to parents concerning trip
    c. Duplicated letter sent by teacher
    d. Trip permission on a signed form for the current trip.

C. Transportation

1. Transportation for school-sponsored trips shall be arranged with bonded and insured carriers.
2. The bus fare shall be collected by the teacher and this money shall be deposited in the school activity fund. The cost of the bus transportation is paid by check drawn on the school activity fund written by the principal.

3. Use of Private Automobiles
    a. In order to save expense some schools do use private automobiles owned by faculty and parents to transport students.
    b. A word of caution: Any principal, teacher, or parent who transports students in his private automobile is personally liable in case of an accident and injury to such students even though such transportation is being furnished for school purposes.

D. Supervision of Pupils on Trips and Tours

1. Principals and teachers are responsible for providing that school groups are always properly and adequately supervised on school-sponsored trips and tours.
2. Parents, who are properly instructed as to their duties by the teacher, may be effectively utilized to assist in the supervision of students on trips and tours.
3. Teachers should never assume the responsibility of conducting students through an industrial plant. The teacher should arrange in advance for an employee of the host organization to serve as a guide.
4. Specific standards of conduct to be expected of all students while on trips and tours should be established by each school faculty.

E. Safety

1. The principal and teacher should do everything possible to provide for safety of students while on a trip.
2. It should be recognized by the principal and teacher that some class groups and some individual students are so unstable that a trip or tour would not be a profitable experience.

F. Notification to Secondary Office

The school principal is responsible for informing the Secondary Education Office concerning a trip or tour to be taken by any class in his school on the day before such a trip is scheduled, except those to the Nelson Art Gallery, the Philharmonic Concert, and other special trips scheduled through the Central Office.

Reporting of walking trips to points of interest in the immediate area of the school is not required.

III. Getting the Most from the Trip

A. The Teacher Thinks It Over

1. Consider the values of the trip
    - a. Would students learn more by taking this trip than if they studied the subject in the classroom?
    - b. Does this trip relate to the on-going activities of the classroom?
    - c. Is this trip appropriate for my grade level?

2. Consider the timing of the trip
    - a. Shall this trip be taken at the beginning of a unit to stimulate interest and establish a readiness for the unit?
    - b. Shall it be taken during the main development of the unit to clarify concepts and extend experiences?
    - c. Shall the trip be a part of the activities to conclude the study?

B. The Teacher Talks It Over with the Principal

Since the teacher and the principal share the responsibility for the safety and instructional value of any trip, they should certainly share in all of its arrangements. The teacher should ask the principal for a time for planning together.

1. Plan the details of the trip including:
    - Date
    - Length of time required
    - Time of departure and return to school
    - Means of transporation
    - Cost
    - Permits, if needed
    - Method of informing the parents of plans
    - Need for other adults to assist the teacher on the trip
2. Make definite arrangements including:
    - Visit destination before taking class, if this is a new and/or unusual type of trip.
    - Schedule date and time with persons in charge.
    - Confirm length of time to be spent at destination.
    - Check availability of guide.
    - Know the route to be taken.
    - Check entrance to use.
    - Check parking facilities.
    - Confirm appointment on the day preceding the trip.

C. The Teacher Involves the Students in Preparing for the Trip

A wise teacher will have the trip confirmed before she presents the plans to her students. The teacher's most important task is that of adequately preparing the students before going on the trip.

'Teacher Involves Students in Preparing for the Trip"

1. Arouse student interest in the trip being planned by:
   - Asking how many of the students have had this experience.
   - Discussing with the students the kinds of experiences which the trip would provide.
   - Discussing the tentative plans, the cost, and the date for the trip.

2. Prepare the students for this learning experience by the use of some of these student activities:
   - Develop a background of understanding by using films, filmstrips, and pictures.
   - Read from many sources
   - Collect clippings.
   - Compile a list of questions to be answered by the trip experience.
   - Discuss basic points of information to be acquired.
   - Plan an itinerary.
   - Make a map or route and mark places of interest to be observed on route.
   - Compile a vocabulary list - allow space for words to be added after the trip.

3. Develop with the students understanding of safety and health for the trip.
   - Provision for the use of rest-rooms - preceding and during the trip
   - "Buddy system" for students
   - A Class roll carried by the teacher
   - Appropriate clothing for the trip
   - School rules for bus safety
   - Signal to be used for getting the attention of the group
   - Specific precautions for this trip

4. Set up standards of conduct and courtesy for the trip including:
   - Responsibility for self-control
   - Respect for property
   - Consideration for bus driver and guides
   - Committee designed to record names of drivers, guides, and others for use in letter writing and other follow-up activities.

D. The Teacher and the Students Take the Trip

When the day arrives, the boys and girls will be elated over the prospects. Their feeling of adventure should be shared by the teacher while at the same time she accepts willingly the role of "stabilizer." She makes certain that these precious moments are well-spent.

1. Opportunities for learning experiences en route are utilized.
   a. Suggestions are made for things to see while riding

2. Students are given orientation at the destination
   a. The teacher introduces the guide to the students
   b. The guide gives brief instructions for the observation.
   c. Time question is agreed upon
   d. Rest-room facilities are understood in case of emergency.

3. The observation is considered to be the rate moment for which they have been waiting so the students will need to:
   a. Listen courteously to the guide
   b. Follow the guide's instructions promptly
   c. Concentrate upon the subject at hand
   d. Consider the contribution to the community made by this institution
   e. Participate in question time
   f. Refrain from making purchases of food, and/or souvenirs, unless shopping is a purpose of the trip.
   g. Express appreciation to the guide.

E. The Teacher and the Students Recall, Review, and Recapitulate Learnings

Immediately upon the return from the trip, the students should have an opportunity to discuss in an unstructured session their impressions, discoveries and reactions. The teacher may record pertinent ideas for her own reference but freedom of expression would be the aim during this reaction period.

1. Consider the degree to which their pre-planned questions were answered
2. List items of additional information needed

3. Express new learnings in a variety of ways:
    - Writing
    - Research
    - Panel discussions
    - Art
    - Drama

4. Discuss ways the trip could be improved

5. Write letters of appreciation to persons responsible for the success of the trip.

Health and Safety

Trip or Tour	Length of Time	Size of Group	Cost if Any	Offerings	Guided or Not Teacher Guided
Water Supply Division, Kansas City, Missouri Water Dept. 2 E. 32nd St. N. Kansas City, Mo. 64116 BA 1-1400 Ext. 665	1½ hours	25 1 or 2 parents 1 adult for every 10	None	Films and tour of complete process of water purification from river to the consumer. By appointment only.	Guided
Sealtest Dairy 3805 Van Brunt WA 3-6780 1 wk. notice	45 min. Hrs. 9-3	10-30	None	Books to each group. Home milk products	Guided
Continental Bakers 1108 E. 30th St. JE 1-6700	1 hr. Hrs. 9-4		None	Materials on advance request by teacher	Plant Hostess
Manor Bakery 4050 Penn PL 3-6650	30 min. Mon. Tues. Wed. after 11:00 a.m.	No more 30-40	None	Yes	Guided
Safeway Distribution Ctr. Milk Dept. 1234 Argentine Blvd. DR 1-0445 Mr. Dodge	1 hr. Hrs. between 9-1	Not more than 10 per guide	None	None	Guided
Milgram Food Store Admin. Office HA 1-5900	2 hrs.	To be arranged when tour is scheduled	None	Vegetable and produce preparation, Meat cutting and wrapping, grocery stocking. Tour arranged in store closest to the school	Guided

Social Studies

Trip or Tour	Length of Time	Size of Group	Cost if Any	Offerings	Guided or Not Teacher Guided
Agricultural Hall of Fame 630 N. 126th St., Bonner Springs, Kansas, HA 2-5338 1 wk in advance	45 min.	50-75	$ .75 adults $ .10 students	Literature available	Guided
Truman Library 24 Highway and Delaware, Independence, Mo. CL 2-1144 2 wks in advance	1 hour	25-40 per guide	Students free	Literature available	Guided
Kansas City, Mo. Police Dept. 1125 Locust HA 1-1500 2 wks. in advance	1 hour	15-20	None	Crime Alert operation of police department	Guided
Hallmark Country Club Plaza CR 4-5000	1 hour 9:30-2:00	Max.60-65	None	Film and tour	Guided
Commerce Trust Company 10th & Walnut VI 2-7500	1 hour	15 in a group 45 total	None		Guided
Kansas City Power and Light Co. 1330 Baltimore GR 1-0060 Ext. 465-466 Mr. Don Lander	1 hour	15-20 at one time - program for those who desire	None	Literature available communication, power dispatch	Guided
Southwestern Bell Telephone Company 324 E. 11th St. BA 1-9900 Ext. 8429 Mr. Roy L. Vance	1 hour	depends on guides available	None	Use of sound and electricity in communication	Guided

Trip or Tour	Length of Time	Size of Group	Cost if Any	Offerings	Guided or Not Teacher Guided
Buick, Oldsmobile, Pontiac General Motors 100 Kindelberger Rd. FI 2-8400 Mrs. McKay 1 wk. in adv.	1 hour	any number up to 100	None	Booklets Job opportunities	Guided
United States Post Office 315 W. Pershing Rd. BA 1-1600	1½ hours	group of 15 each adult	None	Job opportunity	Communication in the community
Union Station Pershing Rd. at Main, Kansas City Terminal-Railway Co. Station Master GR 1-7202	1½ hours	to be arranged when tour is scheduled	None	Railroad transportation arrive between 10:00 and 10:30 a.m.	Guided
Kansas City Star 18th & Grand HA 1-1200	1 hour	to be arranged when tour is scheduled	None		Guided tour of building follows various process in the gathering of news, publishing and distributing a paper. By reservation only. Preferable 1:30 p.m.
KMBC TV 11th and Central HA 1-2650 Wk.in Adv. Miss Bassin	30-45 min. 10:00-3:00	20 to a group	None		Guided
City Hall 414 E.12th St. BA 1-1400 Miss Marshall	1 Hour	limit 40 10 per adult	None		Guided
Tension Envelopes 819 E.19th St. GR 1-3800					
Heavilin Schl. of Beauty 5700 Troost-3951 Main JA 3-2471	30 min.	25-30	None		Guided

IV. Resource Materials

Bonded Carriers Available in the Kansas City, Missouri Area

Robert O. Coltharp
8514 East 47th Street
Kansas City, Missouri
WA 4-5666

Lewis Bus Service Inc.
P. O. Box 4294
Overland Park, Kansas
CO 2-0016

Rizzo School Bus Service
Tony Rizzo
6019 East 12th Terrace
Kansas City, Missouri
BE 1-4166

Norman Bus Service
Mrs. W. H. Norman
2005 Prospect
Kansas City, Missouri
CH 1-3516

Pace School Bus Service
John Pace
2341 South Woodland
Independence, Missouri
CL 2-0032 CL 2-0030

Yellow Cab Company
201 West 14th Street
Kansas City, Missouri
GR 1-6050 GR 1-5044

Suggested Bus Rules

1. Board the bus in an orderly manner and take your seat in turn beginning at the rear of the bus.
2. No one is to change his seat for any reason during the trip unless directed to do so by the teacher or bus driver.
3. Talk quietly with the person seated with you about pleasant things. Do not sing on the bus.
4. Do not pass or throw anything on the bus.
5. Adjust the windows only after permission has been given by the bus driver and the teacher.
6. There is to be nothing thrown or yelled from a bus window.
7. Keep your arms, head, and all portions of your body inside the bus.
8. Remain seated until the bus comes to a full stop. Remain seated until your turn comes.
9. Avoid blocking the aisle and show consideration for others in every possible way.
10. Do not play on the bus and keep your hands to yourself.
11. Talk with bus driver only in cases of emergency.

(Parent's Permit Used by a Kansas City, Missouri School)

____
(School)

____
(Date)

Dear Parents:

The boys and girls in Room ______ and their teacher __________ are taking a trip to ____________________ (Destination) on ____________________ (Date)

They will leave school at ______________ (Time) and will return to school at approximately ____________ (Time). They will travel by bus and will need to bring ________ (Amount) for bus fare. The permit below must be signed and returned to school by ______________________________ (Date).

Very truly yours,

____
Principal

- -

My child ____________________________ (Name) has my permission to accompany his teacher on the trip, ______________________ (Date).

____
Signature of Parent or Guardian

APPENDIX D3

Secondary Pre-Vocational Field Trips

It is not the purpose of this section of the paper to justify the use of field trips as it is assumed universal agreement has been reached on their desirability as a learning situation. It is felt, however, that the need for on the spot inspection of operations which happen outside an isolated neighborhood is greater in low-socio-economic areas.

We do not wish to place these children in a working "caste" that is excluded from the pursuit of cultural and college activities if desired. Likewise, we do not wish to deny students access to a knowledge of vocational opportunities. Knowledge of possibilities in both fields appears necessary if students are to be permitted to have a voice in planning their own goals and programs of study. And this appears necessary for success.

This section has been divided into three sections: (1) Job Training, (2) Job Opportunities, and (3) Occupational Speakers. First, pre-trip activities and post-trip activities will be outlined for each of the three sections. Then a chart follows which contains desired information about vocational trips and speakers.

Edward R. McCarty

SECTION I: JOB TRAINING

A. Pre-trip activities:

1. Present opportunity at time it will "fit" into the teaching plan.
2. Discuss steps necessary in planning a trip (including transportation).
3. Involve students in the necessary pre-trip communications.
4. Discuss name, location, and purpose of institution.
5. Discuss what is hoped to get from trip:
    a. Types of jobs available with this training.
    b. Entrance requirements.
    c. Cost.
    d. Placement service and record of placement.
    e. Length of training.
    f. Job demand in this area.

6. Be sure all students are familiar with the expected behavior on trips.
7. Check your list of "required" items to be sure all necessary steps have been taken.

B. Post-trip activities:

1. Request that each student discuss trip with his parents and that he write down interesting points of the trip and the discussions.
2. Follow up: (one or more of the following)
    a. Related film.
    b. Related discussion.
    c. Related written assignment.
    d. Oral or written student evaluation of trip.

SECTION II: JOB OPPORTUNITIES

A. Pre-trip activities:

1. Present opportunity at time it will "fit" into the teaching plan.
2. Discuss steps necessary in planning a trip. (Including transportation)
3. Involve students in the necessary pre-trip communications.
4. Discuss name, location, and type of industry.
5. Discuss what is hoped to get from trip:
    a. Type of jobs available.
    b. Job requirements.
    c. Working conditions (safety, cleanliness, etc.).
    d. Salary and benefits.
    e. Possibilities of promotion.
    f. Reliability of employment.
6. Be sure all students are familiar with the expected behavior on trips.

7. Check your list of "required" items to be sure all necessary steps have been taken.

B. Post-trip activities:

1. Request that each student discuss trip with his parents and that he write down interesting points of the trip and the discussions.
2. Follow up: (one or more of the following)
    a. Related film.
    b. Related discussion.
    c. Related written assignment.
    d. Oral or written student evaluation of trip.

SECTION III: SPEAKERS ON JOB POSSIBILITIES

A. Planning:

1. Present opportunity at time it will "fit" into the teaching plan.
2. Discuss steps necessary in securing a speaker.
3. Involve students in the necessary communications.
4. Discuss speaker's name, occupation, and affiliations.
5. Discuss method of listening, replying, and questioning.
6. Be sure all students are familiar with the expected behavior.
7. Plan committee to welcome and thank speaker.

B. Post-speech activities:

1. Follow up: (one or more of the following)
    a. Related film.
    b. Related discussion
    c. Related written assignment.
    d. Oral or written student evaluation of speech.
2. Request that each student discuss speech with his parents.

Suggested Form For Educational Trip Evaluation

Teacher____________________Grade_____School______________

Date______________________Trip or Tour__________________

____

Address:____

____

1. Learning opportunities at the destination:______________

____

____

____

____

2. Observations en route:______________________________

____

____

____

3. Use made of material after visit (follow-up):__________

____

____

____

4. Special precautions for teachers and classes taking this trip:____

____

____

5. Would you want to take your class on this trip next year:

   Yes________ No_______

6. Rating: Excellent_____ Good_____ Fair_____ Poor_____

Information on Possible Pre-Vocational Field Trips in the Kansas City Area

Chart I: Job Training Centers

Name & Address	Purpose	Time	Size of Group	Cost	Materials	Guide
Central Technical Institute HA 1-5852 1644 Wyandotte	Electronics and Airline Training	T.B.A.	T.B.A. 1 wk. notice	none	none	yes
Children's Mercy Hospital GR 1-5250 1710 Independence	Semi-professional hospital skills	T.B.A.	45 maximum 1 wk. notice Mrs. Thurman	none	none	yes
National Trans. School GR 1-3949 1336 Walnut	Motor Freight, Railroads, Airlines	T.B.A.	1 day notice	none	none	yes
General Motors Trg. Center ME 1-5800 12400 W. 63 Street	Mechanical and dealer personnel training	T.B.A.	no limit advance notice	none	none	yes
Kansas City Art Inst. & School of Design 4415 Warwick LO 1-4852	Art and Design	T.B.A.	2 wk. notice	none	none	yes
Manual High &Voc. School HA 1-2673	Vocational opportunities	T.B.A.	T.B.A.	none	none	yes
Moler Barber Schools GR 1-8639 801 Walnut	Barber Training	T.B.A.	1 day notice Mon., Tues., or Wednesday	none	none	yes

Name & Address	Purpose	Time	Size of Group	Cost	Materials	Guide
Moler Beauty School GR 1-0787 1003 Main	Beautician training	T.B.A.	10-12 1 wk. notice Mon.& Wed.	none	none	yes
Research Hosp.& Med. Center CR 6-4111 Meyer at Prospect	Hospital services training	T.B.A.	10 day written notice with details	none	none	yes
St. Mary's Hosp. Schl. of Professional Nursing PL 3-5700 101 Memorial Dr.	Nurse training	T.B.A.	Individual tours only - Call Guidance Director	none	none	yes
Stevenson Auto & Elec. School 2008 Main GR 1-1827	Automotive skills & Appl. repair	T.B.A.	no limit 2 day notice	none	none	yes
University of Mo. at Kansas City, Mo. 5100 Rockhill CR 6-1000	University offering	T.B.A.	Call Leo Sweeney	none	none	yes

T.B.A. = To Be Arranged

Chart II: Job Opportunities

Name & Address	Purpose	Time	Size of Group	Cost	Materials	Guide
Buick, Oldsmobile, Pontiac, Assemb. Plt. FI 2-8400 100 Kindelberger Rd.	Assembly line positions	T.B.A.	No limit Min. age 8 yr.	none	none	yes
Butler Manufacturing BE 1-7400 7400 E. 13th St.	Cold Process Steel	T.B.A.	Small & Interested	none	none	yes
Kansas City Mo. Fire Dept. Academy GR 1-1818	Fire Dept. opportunities	T.B.A.	Contact Chief Wolfgear 2 day notice	none	none	yes
Kansas City Mo. Power & Light Co. GR 1-7000 1330 Baltimore	Utility Positions	T.B.A.	Contact Mr. Landis (no power plt. tours)	none	none	yes
Richards-Gebaur Air Base DI 5-4400	Military and civilian opportunities	T.B.A.	Limit of 20 Adv. notice	none	none	yes
Sheffield Division of Armco Steel HU 3-5100 7000 Roberts	Hot Process Steel	T.B.A.	Call Safety Officer	none	none	yes

Name & Address	Purpose	Time	Size of Group	Cost	Materials	Guide
Southwestern Bell Telephone Co. BA 1-9900 324 E. 11	Communications opportunities	45 min. to 1 hour	9-3 Mon.-Fri.	none	none	yes
United States Post Office BA 1-1600 315 W. Pershing Rd.	Civil Service opportunities	T.B.A.	Call Postmaster 2 wk. notice	none	none	yes
Vile-Giller Prtg. FI 2-1393 101 Greystn	Printing opportunities	T.B.A.	12-13 maximum Contact Mr. Vile	none	none	yes
T.W.A. Airline GR 1-4400 1307 Baltimore	Graphic arts & airline opportunities	T.B.A.	Small Group	none	none	yes

T.B.A. = To Be Arranged

CHART III: SPEAKERS

Name & Address	Purpose or Occupation	Time	Size of Group	Cost
Kansas City,Mo.Police Dept. 1125 Locust HA 1-1500	Law enforcement careers Contact Lt. Adelman (8-9 a.m.)	T.B.A.	T.B.A.	none
Military Recruiter 2420 Broadway FR 4-3733	Military opportunities	T.B.A.	T.B.A.	none
Missouri State Employment Service 1411 Walnut GR 1-1750	Building Trades Apprenticeship Information Center (Requests letter from Principal)	T.B.A.	T.B.A.	none
Missouri State Employment Service 1411 Walnut VI 2-9305	Youth Occupation Center Contact Bill Files	T.B.A.	T.B.A.	none
Small Business Administration, 911 Walnut FR 4-3517	Written request to C. I. Moyer Regional Director	T.B.A.	T.B.A.	none
West Junior Alumni:	Motivation toward success	T.B.A.	T.B.A.	none
John Fryetog	Teacher (Ind. Arts)			
"Pat" Murphy	Coach at Westport High			
Ted Chitwood	Coach at Raytown High			
Sgt. Paul Stahl	Kansas City, Mo. Police Dept.			

Name & Address	Purpose or Occupation	Time	Size of Group	Cost
Sister Carman Rodriquez	Teacher (Spanish) Lillis High			
Elpido Rocha	K.C., Mo. Park Dept. Architect			
Henry Infante	Architect			
Huie Cunningham	Teacher Aid at West Junior			

T.B.A. = To Be Arranged